

普通高等教育"十一五"国家级规划教材

新世纪大学英语系列教材

总主编 秦秀白

职业规划与拓展

主编 丁崇文 黄震华

COLLEGE ENGLISH

NEW CENTURY

Career Design and Development

学生用书

Student's Book



上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

普通高等教育“十一五”国家级规划教材

新世纪大学英语系列教材

总主编　秦秀白

职业规划与拓展

Career Design and Development

主　编　丁崇文　黄震华

编　者　丁崇文　黄震华

窦卫霖　邢建玉

学生用书

Student's Book

上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目（CIP）数据

职业规划与拓展 / 丁崇文，黄震华主编.
—上海：上海外语教育出版社，2008
（新世纪大学英语系列教材）
学生用书
ISBN 978-7-5446-0396-6

I. 职… II. ①丁… ②黄… III. 职业选择－英语－高等学校－教材
IV. H31

中国版本图书馆CIP数据核字（2008）第088550号

出版发行：上海外语教育出版社
（上海外国语大学内） 邮编：200083
电 话：021-65425300（总机）
电子邮箱：bookinfo@sflep.com.cn
网 址：http://www.sflep.com.cn http://www.sflep.com
责任编辑：包 洁

印 刷：江苏句容市排印厂
经 销：新华书店上海发行所
开 本：787×1092 1/16 印张 18.75 字数 468千字
版 次：2009年3月第1版 2009年3月第1次印刷
印 数：10 000 册

书 号：ISBN 978-7-5446-0396-6 / H・0292
定 价：36.00 元

职业规划与拓展

（学生用书）

请进入上海外语教育出版社有声资源网站(www.sflepaudio.com)下载本书MP3录音，详情请参阅网站“新手上路”。

卡号：317d2e0955

验证码：d741a93dc62f4e33



“新世纪大学英语系列教材”书目：

书　名	主　编	品　种	立体化配套
综合教程 1—8册	秦秀白	学生用书 教师手册	助学光盘 电子教案
视听说教程 1—8册	中方：杨惠中 美方：Susan Stempleski	学生用书 教师手册	助学光盘 电子教案
阅读教程 1—8册	黄源深	学生用书 教师手册	
写作教程 1—8册	刘海平	学生用书 教师手册	电子教案
快速阅读 1—8册	束定芳		助学光盘
经贸类选修课教程: 金融英语综合阅读 职业规划与拓展 国际经贸组织	黄震华 等	学生用书 教师手册	

编委会名单

总　序

2004年1月，教育部颁布了《大学英语课程教学要求（试行）》，将大学英语的教学目标确定为"培养学生的英语综合应用能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要"，提出了分层次（即"一般要求"、"较高要求"和"更高要求"）和分类指导的教学要求。与此同时，教育部在全国180所院校开展多媒体网络教学的试点，推广具有个性化学习特征的多媒体网络教学系统，并于2005年2月颁布了《全国大学英语四、六级考试改革方案（试行）》，2007年7月又下发了修订后的《大学英语课程教学要求》。这些举措进一步推动了我国高校大学英语教学全方位的改革和教学质量的全面提升。新世纪的教学改革呼唤新的教材不断诞生。这既是时代的召唤，也是历史的必然。

正是在这样的时代背景下，上海外语教育出版社于2004年初组织全国数十所高校启动了"新世纪大学英语系列教材"建设项目。项目开始之初，外教社以书面问卷、个别访谈和集体座谈等形式在全国数十所高校中进行了广泛的调查研究，并请专家对编写方案进行了多次论证。在上海外语教育出版社庄智象社长的直接领导和筹划下，经过三年多的努力，我们编写了这套"新世纪大学英语系列教材"，力图为新世纪形势下的我国大学英语教材建设作出新的尝试和努力。经教育部认定，这套教材已被列入"普通高等教育'十一五'国家级规划教材"。

在编写过程中，我们力求体现以下一些编写理念和特色：

（一）坚持人本主义教育观。在确立"新世纪大学英语系列教材"的指导思想时，我们强调教学过程中的人的因素，强调"以学生为中心"，重视开发学习者的自我潜能，注重"情感"和"态度"在学习活动中的作用和力量，力图使学生成为"自我实现者"。与此同时，我们认为，教师必须在课堂内外发挥指导作用，指导学生学会学习。

（二）尊重外语教学的普遍规律和在国内学习英语的客观条件，充分考虑"人"、"语言"和"社会"之间存在的互为依存、互动互促、密不可分的关系，开拓学习者的跨文化交际视野，让学生置身于广阔的社会文化情景之中，养成用英语进行思维的习惯，做到学有所思、思有所得、得有所用，从而不再感到英语是身外之物，实现英语综合运用能力和学习者人格、素质的同步提升。

（三）立足国情，博采众长，充分吸收我国外语教学长期积累下来的宝贵经验和行之有效的教学方法，全面而辨证地审视国外盛行的教学理念，汲取其精髓和内涵，兼收并蓄地注入我们的教学理念中，确保教材具有更好的系统性、科学性、完整性、针对性和实用性。

（四）全面落实《大学英语课程教学要求》提出的教学原则、教学内容和所倡导的教学方法，确保"分层次教学"和"分类指导"的落实，让不同地区、不同群体、不同层次乃至不同时期的学习者各尽其能、各取所需地选用学习资源。为此，系列教材的主干教程共分8册，旨在实现"一般要求"（1—4册）、"较高要求"（3—6册）和"更高要求"（5—8册）的学习目标。不同类别的学校可根据各自的情况从中选择各自的教学起点。

（五）为了体现人本主义的教育观并贯彻"个性化学习"、"自主式学习"、"合作学习"等

先进学习理念，“新世纪大学英语系列教材”在课堂教学活动和课后学习活动的设计和安排等方面为教师和学生都提供了较为广阔的空间，教师和学生都可以根据各自的情况和面对的教学条件选择恰当的教材起点、教学模式和学习模式，实现《大学英语课程教学要求》提出的教学模式的改变，即从“以教师为中心、单纯传授语言知识与技能的教学模式” 向 “以学生为中心、既传授一般的语言知识与技能，更注重培养语言运用能力和自主学习能力的教学模式”的转变。

（六）在教学内容的安排上，本系列教材讲求科学性和系统性；在培养学生英语综合运用能力方面，本系列教材注重听说训练，强调听、说、读、写、译等诸方面技能协调而全面的发展；在练习设计上，本系列教材突出实用性、新颖性和可操作性。

（七）为适应新形势下我国高校英语教育的需求，“新世纪大学英语系列教材”增加了诸如“经贸类”和“文化类”的选修课教程。这些用英文撰写的选修课教程旨在拓宽学生的相关专业知识，进一步提高学生的英语思维能力和听、说、读、写、译诸方面的语言应用技能。

“新世纪大学英语系列教材”由《综合教程》、《阅读教程》、《视听说教程》、《写作教程》、《快速阅读》和选修课系列教程等部分组成。除《快速阅读》外，各教程均配有教师手册。《综合教程》和《视听说教程》配有学习光盘和电子教案；《写作教程》配有电子教案；《快速阅读》配有学习光盘。各教程虽自成体系，但理念相通、联系密切、相得益彰，为学生和教师提供了比较完整的、多元的、立体化的英语教学平台。

“新世纪大学英语系列教材”各教程及主编如下：

教材名称	主编
综合教程	秦秀白 华南理工大学
阅读教程	黄源深 上海对外贸易学院
视听说教程	杨惠中 上海交通大学
写作教程	刘海平 南京大学
快速阅读	束定芳 上海外国语大学
经贸类选修课教程	黄震华 对外经济贸易大学
文化类选修课教程	石坚 四川大学

新世纪呼唤新教材，新教材体现新理念。和外语界的众多前辈一样，我们在特定的历史条件下做了一件我们认为有意义的工作。我们培育的这棵新苗需要更多园丁的抚育和护理。我们期待着她的成长、壮大、开花、结果。

秦秀白

前　言

21世纪的中国，改革开放不断深入，经济全球化进程发展加速，国际交流日趋频繁，中国经济的腾飞举世瞩目，竞争激烈的市场为人才提供了空前的机遇，也提出了严峻的挑战。教育部高等教育司为适应新形势，促进英语教学改革，正式颁布了《大学英语课程教学要求》(以下简称《课程要求》)。《课程要求》强调培养学生的英语综合应用能力，增强学生的自主学习能力以及提高其综合文化素养。

作为“新世纪大学英语系列教材”中的选修课教程，《职业规划与拓展》依据《课程要求》，遵循外语教学理论并且结合大学高年级学生的特点编写而成。编者力图为学生提供具有丰富内涵和现实意义的语言文本和语言环境，激发学生的学习动力和潜能，强化其英语运用能力，使他们在走向社会时具有更强的综合竞争力。

《职业规划与拓展》的编者相信，英语教学作为高等教育的一个有机组成部分，绝不单单是语言知识的传授和英语技能的训练，更是努力塑造健全心智、培养高素质人才的训育过程。通俗地讲，大学英语不仅要给学生一个在世界村工作生活的工具，还要帮助他们发展自己成长为健康优秀的公民。毕竟，大学毕业生无论是直接就业还是继续深造，最终都要走上社会，开始自己的职业生涯。如果能够在英语教学中结合这一生活实际，在探讨相关的能力建设、环境磨合、商务技巧以及自我提升等等话题的过程中，帮助学生了解职场文化、探索职业精神、思考核心价值、完善个性品格，从而能够更好地迎接人才市场的挑战，岂不是一举多得。基于这一理念，我们策划了《职业规划与拓展》这本教材。

感谢“新世纪大学英语系列教材”编委会，他们积极肯定了我们的选题，使编写团队得以借助系列教材的大平台建设这样的教材。感谢敬业严谨的编辑，他们的细致工作使得普通文稿成为精美图书。感谢教材选用过素材文本的作者，没有那些心血的结晶，编者只能徒抱空想。感谢编者的研究生们，其踏踏实实的基础工作给教材编写提供了极大的帮助。我们还要相互感谢编写团队的每一位成员，因为大家的创造力及合作精神使紧张的编写平添了许多快乐。

《职业规划与拓展》是编者用心编写的一部教材，也是我们精心策划的一门英语选修课程。我们欢迎使用者在实践的基础上，提出改进意见，帮助本教材与时俱进，不断完善，最终惠及更多青年学子。

编者

2008年8月

于惠园

写给同学的话

——如何学好《职业规划与拓展》

《职业规划与拓展》是“新世纪大学英语系列教材”中的选修课教程，是根据教育部高等教育司正式颁布的《大学英语课程教学要求》(以下简称《课程要求》)编写的。本教程以职业规划和拓展为主题，希望通过选取具有丰富内涵和现实意义的语言文本以及策划开展多样性的教学活动，促成语言运用的适宜环境，力求为同学们搭建一个切合生活实际需要的发展平台，激发大家的学习动力和潜能，促进语言学习、知识积累和思维培养相长，在强化英语运用能力的同时打造职场综合竞争力。

亲爱的同学，当你翻开这本书时，我们真诚地为你高兴！因为这体现了你对未来职业积极认真的态度，而这一点正是职业精神的基础，也是成功的开始。本教材的基本宗旨就是要助你成功。

一、教材总体结构

考虑到大部分同学缺少就业经验——尽管实习或兼职可以使我们对职场略知一二——本教材提炼了职业规划与职场发展中不可或缺的4组重要专题。它们依次是：能力建设(Capacity Building)、环境磨合(Environment Adaptation)、商务技巧(Business Skills)以及自我提升(Self Improvement)。每一题材精选凝练了4个单元的教学内容。

能力建设部分突出职场拼搏最核心的基本能力，引导朝气蓬勃的年轻人审视个性品格、开发创新精神、讨论树立自信、学习时间管理。环境磨合部分谨遵古训“知己知彼，百战不殆”，帮助职场新人解密商界礼仪、认识组织文化、探究交友之道、辨析老板特点。商务技巧部分聚焦数字时代的实用技能，为知性新锐解读办公技术、培育团队精神、阐释商务报告、锤炼演讲水平。自我提升部分旨在为立志成功者开启完美人生，汇集职场常胜秘诀：缓解压力、领导艺术、终身学习、常备不懈。

我们衷心希望，以这些重要而务实的话题为平台，同学们既能悉心探索自己的未来职业规划与开拓发展方略，又能切实全面地提高英语听、说、读、写、译诸方面技能。

二、单元构成部分

《职业规划与拓展》每一单元由教学目标和4个教学板块共五部分组成。教学板块的具体安排如下：

1. 导入练习(Lead-in Exercises)

除了提供与主题相关的讨论题和名人箴言，练习形式还有案例讨论、问卷调查、自我测试或小游戏等等。这些活动促使同学们思考议论该单元话题，进行语言准备，从而进入良好的学习状态。

2. 课文学习(Text)

本板块根据话题精选英语原版文本形成主课文，配备词汇表并提供背景知识或难点注释。课文选文格外注重时代性、思想性、知识性、真实性与趣味性。考虑到本教材主要面向高年级学习者，词汇表侧重四级以上难度的词语。

3. 练习活动(Exercises and Activities)

这一环节包括针对主题和相关语言的练习。语言技能训练涉及听、说、读、写、译诸方面；练习形式有理解问答题和与主题相关的讨论题、案例分析、辩论、词语释义、填表、填空、句子回填、改错、小测试、英汉翻译等等；参与模式有班级、双人和小组等多样化的设计。这些活动旨在围绕主题，结合课文范本促使同学们在获取知识的过程中学习语言，促进沟通能力，又通过语言的运用进一步开阔视野并拓展思维。

4. 补充阅读(Supplementary Reading)

补充阅读文本是同一主题的深化或是反映关于主题的不同观点。这部分主要是为学有余力的同学们准备的，可以作为学习者的自主空间。为了方便自学，我们提供了注释和2至3项练习。练习形式有问答、讨论、要旨提炼、词语搭配、正误判断、语句翻译等等。通过补充阅读，同学们可以进一步开拓思路，深入广泛地思考单元主题，同时在完成习题的过程中再次磨练语言。

三、学习策略

这里送给同学们八个字：“好学、勤学、善学、巧学”。

好学——指保持求知的渴望。怀着这种渴望，我们不断主动学习，获取新知，充实头脑，增长才干。好学使学习过程成为答疑解惑、愉悦身心的兴奋历程，让人体验快乐并且最终体验成功。从第1单元的了解性格、认识自我，到第16单元的面向未来、筹划成功，好学的你带着求知的渴望，以积极探索的精神翻开每一页吧。在职业规划与拓展的平台上，多问一些为什么，多寻一些新发现，你的收获必定会更多。

勤学——指学习过程中的真情付出，做到五勤：手勤、口勤、耳勤、眼勤、脑更勤。语言学习非一日之功，平日里逐个单元循序渐进地把握学习目标、关注中心题材、研读课文、完成练习，其收获远在考试突击者之上。每周一定要安排时间用于预习和复习。勤学的体现包括：平时的阅读笔记和课堂笔记、课堂内外的提问与朗读、有意识的强化听力环境以及充分利用课外英语资源等等。勤学者研读课文时，内容角度不光停留在读懂表层含义，还要努力透视作者用意；语言方面不仅识读选文词语，更应注意其语境用法；语言是文化的载体，阅读时还要品味选文中蕴涵的文化因素，了解英语原文字里行间渗透着的西方社会文化。常言道：一分耕耘，一分收获。勤奋的实践者才能成为成功的学习者。

善学——指善于找关键，抓要点，提高学习效果。本教材的立意是语言学习、知识积累和思维培养相长，听、说、读、写、译技能并举，但因个人情况不同，着力点可以有所侧重。一般而言，同学们应该围绕每一单元的教学目标，进入主题学习。“导入练习”大家要努力开启已有的知识储备；“课文学习”要做到积极阅读，特别是把发现的问题提出来讨论解决；“练习活动”格外需要积极主动参与，语言学习在运用中才能得到巩固与提高；“补充阅读”是鼓

励同学们自学进一步挖掘主题、深入思索的备选项目。学习者还应该结合个人的职业取向和英语技能状况，在基本达到教学目标的前提下制定实施个性化学习计划，争取学习中的主动权。例如，期望在口语方面有所突破的同学可以考虑下述4个关键步骤：(1) 预习时为参与课堂讨论做准备，包括课前浏览导入练习，同时适当地查找背景知识并积累词汇；(2) 坚持利用大声朗读这一有效的学习方法，其眼、口、耳多感官的刺激结合大脑的积极运用使历代学习者受益——当然一两次尝试难显效果，诀窍是"贵在坚持"；(3) 课堂上争取一切机会使用英语表达自己，包括课堂发言、同伴对练以及老师随意发问后的集体应和；(4) 课后对核心论题进行口头总结，并与在提高口语方面志同道合的同学用英语展开探讨。请注意，在实施全过程中应该侧重使用教学单元中出现的以及自主学习中收集的地道新鲜、表现力强的语言素材。毋庸置疑，主攻口语或其他目标的同学还可以有众多个性化的计划和多样的操作步骤，但是语言学习中善于突出重点并刻意学以致用能够直接有效地实现学习目标。

巧学——指充分利用资源，提高学习效率。现实的职业环境对从业者提出了日趋严峻的挑战。这就要求成功者不断拓宽学习渠道，有效利用学习资源，例如语言素材资源和"人脉"资源等等。本教材涉及了很多密切结合现实社会生活实际的主题，这些不仅是中国学生关注的热点，也是英语国家人士热议的话题。建议同学们结合单元主题积极尝试查阅外文期刊或英文网站等，利用各种媒体资源丰富自己的语言环境，在了解更多实用信息的同时，利用鲜活的语言素材资源获得语言知识并培养良好的语感。当前，市场竞争固然激烈，然而双赢是理性追求的最高境界；职场打拼要有突出的个人才能，但是往往更需要同事相互支持；社会本身就是人际关系的集合。所以说到成功，"人脉"资源运作是要素之一。在学习本教材的过程中，请充分重视你的"人脉"资源，积极开发并尝试用好这一宝库。结合教学，老师会为你提供与同学合作的机会。请注意，充分利用这些良机协作交流、进言献策、吸取他人思想精粹、促成集体合力的最大化并非课堂学习的短期需要，更是现实社会中成功技巧的演练，不容小视。更佳境界应当是自己积极主动地调动、运用资源，使之成为学习过程的有机部分，成为自己的工作方式和生活态度。学会充分利用资源不仅能够提高学习效率，更有助于扩大学习收获，能够受益终生。

《职业规划与拓展》紧扣现实和职业发展的主题，为语言知识的学习和英语技能的训练搭建了基础平台。我们热切希望同学们在此平台上做主动的学习者、勤奋的实践者，并祈望读者在使用过程中对本书提出宝贵的批评和建议，以便编者今后加以改进，使之能够更好地满足大家的要求。愿本书的学习为你的职业生涯成功助上一臂之力！

编者

2008年8月

CONTENTS



Unit One

Personality

Teaching Objectives

In this unit you will learn how to

- understand your personality and yourself better;
- know what influences personality most;
- predict others' behavior based on your understanding of personality.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. What do you say about your personality?
2. How do your friends describe you, introvert or extrovert?
3. If you get a chance to choose, which kind of personality do you hope to have?
4. Who do you think plays a more important role in shaping your personality, your parents or friends?



II. A Test on Personality

1. Look at the following shapes and select one that appeals to you the most. (These shapes were developed by a psychologist and have been tested worldwide. According to the research, these shapes represent nine basic personality types.)

2. Try to match each shape with a group of personality traits and discuss with your classmates.

Shapes	Personality Traits
1	A ❍ dynamic ❍ active ❍ extroverted
2	B ❍ carefree ❍ playful ❍ cheerful

(to be continued)

Shapes	Personality Traits
3	C ❍ down-to-earth ❍ well-balanced ❍ harmonious
4	D ❍ independent ❍ unconventional ❍ unfettered
5	E ❍ romantic ❍ dreamy ❍ emotional
6	F ❍ introspective ❍ sensitive ❍ reflective
7	G ❍ analytical ❍ trustworthy ❍ self-assured
8	H ❍ peaceful ❍ discreet ❍ non-aggressive
9	I ❍ professional ❍ pragmatic ❍ self-assured



III. Quotations

Read the following quotations on personality and exchange your understandings with your partners.

1. Personality is to man what perfume is to a flower.

   — *C. C. Schwab*

2. Humor has been well defined as thinking in fun while feeling in earnest.

   — *Mark Twain*

3. We may judge a man's ability by three things: by what he has done, by what he himself appears to believe he can do, by our own dramatic imagination, based on his immediate personality, of what he might do. If these do not agree it is prudent to observe him further.

   — *Charles Horto*

4. Skills vary with the man. We must tread a straight path and strive by that which is born in us.

   — *Pindar*

5. A man must not deny his manifest abilities, for that is to evade his obligations.

   — *Robert Louis Stevenson*

Section 2

Text

Who Am I? Who Are You?

What makes one person different from another? In everyday life, personality is one of the most important ways we have of distinguishing Sue from Sarah, or Bob from Bill. But what makes Sue Sue, and Bob Bob, with all their individual quirks? There are enough theories and research projects to fill a small library. By answering the following questions, Judith Rich Harris, however, shares with us some different understandings about what makes our personality.

What's different about your theory of personality?

Previously, researchers tried to solve the mystery of personality development with simple theories: it all boils down to conditioning, or how your mother treated you while you were a baby, or whether you were the first or second child in your family. Simple theories simply couldn't do the job, however. An adequate theory of personality development has to take account of the complexity of the human mind.

Where do we start trying to unravel personality?

Identical twins are a perfect test case for theories of personality development. Even identical twins brought up in the same home have different personalities.

Take Ladan and Laleh Bijani, conjoined twins from Iran who died in 2003 during an attempt to separate them. They were identical twins who had spent their entire 29 years joined at the head. And yet Ladan, the more outspoken of the pair, told journalists before the surgery: "We are two completely separate individuals who are stuck to each other. We have different world views, we have different lifestyles, we think very differently about issues." Why did Ladan and Laleh have different personalities? We know the answer can't be in their genes because they had the same genes.

So where did you start looking for inspiration?

One of my inspirations was the self-organized systems in insects. A colony of ants, for example, can be seen as such a system. No overseer tells the ants what to do, and yet all the jobs get done. The larva get cared for; the damaged nest gets repaired. The result is what economists call "division of labor".

What about humans?

Self-organization also produces division of labor in human groups. Each

---

boil down to 归结为
identical twins 同卵双胞胎
conjoined twins 连体双胞胎
surgery /ˈsɜːdʒərɪ/ *n.* (外科)手术
colony /ˈkɒlənɪ/ *n.* 群体
larva /ˈlɑːvə/ *n.* 幼虫

individual looks for something to specialize in, his or her own niche in the group. This process increases the differences even between identical twins, because once they've chosen different specialties, a circular mechanism kicks in and causes small initial differences between them to widen.

Although identical twins look very much alike, people who know them well will distinguish between them. They might, for example, address more questions to one twin than the other — perhaps by chance at first. But the consequence of this small asymmetry is that the twin who is addressed more often will do more talking than the other twin, which will cause people to talk more to that twin. The result, over time, will be one outspoken twin and one quieter one — like Ladan and Laleh Bijani.

What role do the various systems or mechanisms of the mind play in this?

Separate systems of the mind are responsible for carrying out the three major social tasks of childhood. First, children have to form and maintain satisfactory relationships with the various people in their lives: the relationship system. Second, they have to adapt to the group or society to which they belong, which means learning how to behave in a way that is acceptable to the other members: the socialization system. And third, they have to develop a workable strategy for competing with the others who will be their rivals in adulthood: the status system.

In humans, competition for status is multidimensional: someone who cannot be the strongest or the prettiest might still have a chance of being the smartest or the funniest. Children have to learn not to place their bets on contests they have no hope of winning but to direct their efforts towards more promising alternatives. This means they have to learn something about their own assets and liabilities. The acquisition of self-knowledge is one of the functions of the status system.

That sounds like you back the status system as making the biggest contribution to individual differences?

Yes. The socialization system has the opposite effect: it makes children

---

distinguish /dɪs'tɪŋgwɪʃ/ *vi.* 区别；辨别；识别
asymmetry /æ'sɪmɪtrɪ/ *n.* 不对称(现象)
rival /'raɪvəl/ *n.* 竞争者，对手
multidimensional /ˌmʌltɪdɪ'menʃənəl/ *adj.* 多维的，多方面的
back /bæk/ *vt.* 支持

more similar in behavior to their same-sex peers. Together the status system and the socialization system explain why children become more like their peers in some ways and less like them in other ways. Children want to do what their peers do: they conform. At the same time, they want to be better than their peers: they compete.

Why do we need theories about personality?

We hear a lot about "human nature". But the striking thing about humans is how much their behavior varies. Even in a situation that demands a certain amount of conformity, like a classroom, some people sit quietly while others fidget; some are eager to answer questions, others stammer and blush when quizzed. So it isn't enough to know about human nature. If we want to understand and ultimately to predict behavior, we need to know something about the particular person's personality.



Notes

1. **Judith Rich Harris** 茱蒂・哈里斯
   Author of *The Nurture Assumption: Why Children Turn Out the Way They Do*. She believes parents have no direct long-term effect on the personality, intelligence or mental health of their children, and that children's peer groups are much more likely to influence how kids turn out than their parents. And the publication of her books generates a lot of heat with her ideas about how we become not like our parents, or our peers, or even our identical twin, but like *ourselves*.

2. **division of labor** 劳动分工
   The degree to which tasks in an organization are divided into separate jobs, also known as *work specialization*. It is the specialization of cooperative labor in specific, circumscribed tasks and roles, intended to increase efficiency of output.

peer /pɪə/ *n.* 同辈；同龄人
conformity /kən'fɔːmətɪ/ *n.* 相似；一致
fidget /'fɪdʒɪt/ *vi.* 坐立不安；烦躁

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. What is the common shortcoming of previous theories of personality?

____

2. Why do identical twins have different personalities?

____

3. What is the role played by competition in shaping a person's personality?

____

4. Why do children become more similar to their same-sex peers?

____

5. Why do we need theories of personality?

____

II. Listening Task

1. Listen to a dialogue and fill in the gaps.

Jack: Hi, Rachael, if you are asked to use one word to describe your __________, what will that be?

Rachael: I don't know. Let me see. Shy? Yes. I am really ____________. What about you? _________?

Jack: Maybe. According to my friends, I am rather ___________, and always active and _________, as you may say. Although you may be a little bit __________, I think you are quite ___________ and thoughtful girl. And sometimes, shyness is kind of cute.

Rachael: Thank you for your compliments. I so envy your_____ that you can make friends so easily and speak in public confidently. For me, meeting a strange person is just like _________. And I always_______ as I speak in public. Besides, I always turn to be easily_________ by others.

Jack: I think you can try to _______ something if you really like to do it. And be confident. Say to yourself: you're the best.

Rachael: Thanks. I'll try.

2. Discuss with your partner and comment on the above dialogue.

3. Discuss your own personality with your partner, using the words and phrases to do with personality learned in the above dialogue.

III. Pair Work

1. List at least 10 adjectives to describe your own personality.

A. ____________	F. ____________
B. ____________	G. ____________
C. ____________	H. ____________
D. ____________	I. ____________
E. ____________	J. ____________

2. List at least 10 adjectives you could think about to describe your partner's personality.

A. ____________	F. ____________
B. ____________	G. ____________
C. ____________	H. ____________
D. ____________	I. ____________
E. ____________	J. ____________

3. Work in pairs to compare the lists that each person has created and discuss with your partner the difference between how you see yourself and what other people think about you, thus to better know yourself and your partner.



IV. Group Work

1. Consider and list 5 to 10 adjectives as to how you wish other people would describe your personality.

A. ____________	F. ____________
B. ____________	G. ____________
C. ____________	H. ____________
D. ____________	I. ____________
E. ____________	J. ____________

2. Compare the list with the one that you actually used to describe your personality in the previous exercise. In groups, consider the differences and discuss possible changes for each member to make to bring about some improvement.



V. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " ✓ " in the blank.

Individual Personality Should Be Respected and Encouraged

A little schoolboy wrote what he wanted to be a clown in the future. 1. ________
His teachers and parents gave him a lesson, "How can you be such idiot? You 2. ________
should be a scientist or a businessman."

In the West, the boy who wants to be a clown may be encour-
aged by his parents and his teachers, "We hope you can take your smile to 3. ________
people all around the world."

Here people never let children have their own individual personality. Most teachers, for instance, usually allow the schoolchildren to write with the left hand. One of my cousins wrote with her left hand in the beginning of her study, but her teachers ordered her to correct it. At home her mother told her, "You should use your right hand to hold the chopsticks." Now she is a total right-handed girl although she liked to use her left hand before.

4. ________
5. ________
6. ________

I do not know why. Certainly you can hardly find a student who writes with the left hand in school. Yet this hinders the intellectual development of the children. As of the questions on test papers, it seems that there is always one correct answer in the teacher's drawer and that difference is not encouraged.

7. ________
8. ________

We pitifully lag behind in the area of respected and cultivating individual character. Teachers and parents always plan anything for the little boys and girls. They never really care or give enough attention to what their kids really want to do or want to become.

9. ________
10. ________



VI. Reading Comprehension

Read the following passage and choose the best sentence from A to F below to fill in each of the gaps in the passage.

Sound Personality Vital for Young Generation

The central authorities urged in a public release yesterday all those concerned to further promote moral education work involving the country's youth.

The comprehensive guide, issued by the Central Committee of the Communist Party of China and the State Council, called on families, schools, communities, the government and other social organizations to team up to help them foster morally sound minds.

____

China boasts 367 million people under the age of 18. This group is set to undergo the occasional moral pendulum, as we adults once did. ________

Access to the Internet, for example, has proven to be a double-edged sword. While it adds a study channel to the students' curriculum toolbox, images of violence and pornography have improperly influenced the minds of our young people.

____

The first link is the family. Young people are quick to learn from the behavior of the adult

world. The parents have a moral obligation to become modern thinkers if they want their children to be good boys or girls.

Schools are the major source of moral education. Many children would rather accept their teachers' directions than listen to their parents.

Our school education, however, is far from being flawless. Some schools encourage students to learn examination knacks rather than how to become a sound human being.

A frequently preached doctrine in schools is "You should become a 'useful' person in society." The hidden meaning of that moral dictum seems to be, however, that "You must get admitted into colleges and universities in order to be 'useful' to society."

______

Of course, the moral education efforts in our schools are undeniable.

Many schools do make efforts to impart noble notions to students, such as the spirit of independence, fairness, perseverance, understanding, compassion and social justice.

______

From a wider perspective, a healthy social culture is vital for helping youth foster clear minds.

Our fledgling market economy has brought wealth and prosperity to the country. But in this transitional period, adults have yet to foster for themselves a rational mentality toward wealth, which risks infecting their children.

______

A. A merit of the guideline is that it emphasizes a comprehensive method in dealing with the issue.

B. But under the current educational regime, students have to engage more in preparation for examinations than cultivation of a sound personality.

C. Teachers should not be blamed, as everyone has a vested interest in the academic success of students.

D. The new guidelines cover all these aspects of moral education and remind us of the urgent need to deal with these problems.

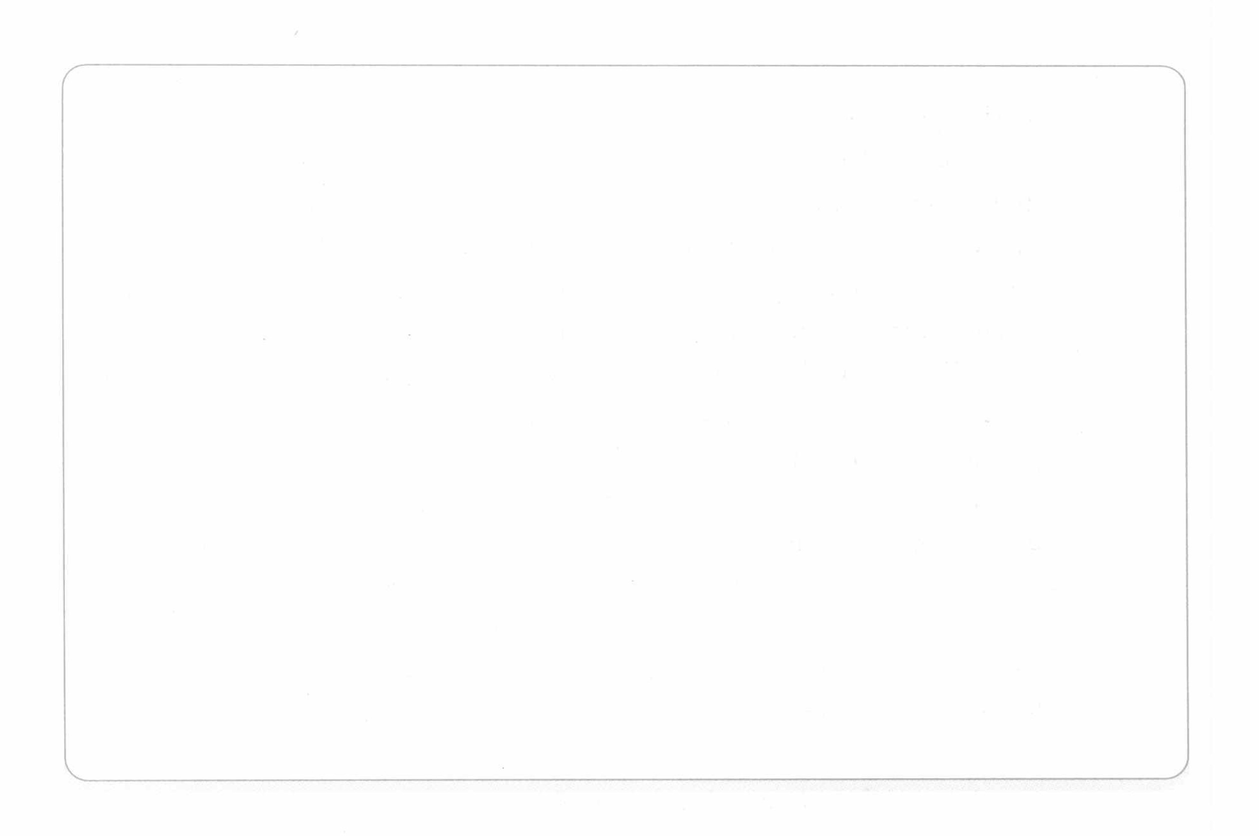
E. The call is certainly timely.

F. And with immature minds, they are prone to unwelcome external influences.



VII. Writing

Write a passage on the topic: *Personality in Life*. You are expected to write at least 150 words within 45 minutes.



Section 4

Supplementary Reading

The Company Personality

Companies are like people; their personality is at its strongest when they are in harmony with themselves and their surroundings. In the case of companies, a strong personality is the precondition for creating a strong Corporate Brand and a strong market position.

When a company is not in balance with itself or its surroundings, the organization will typically pull in different directions and the position will become unclear. This is often seen in international organizations. It sets the

company out on a zigzag course with a lack of focus, which again weakens the market position.

The challenge to the management is to express the company's personality in a set of values with which employees, business partners and customers can identify. Furthermore, the management must be able to express the essence of the company in a clear direction in which the organization can unite — and which can be clearly communicated to the surrounding world.

The company's personality is expressed through its actions and decisions. Via these it places its distinguishing mark on the establishment of the market position and the company's brand.

It is therefore important that the company knows and understands its personality. To achieve such an understanding the characteristics of a strong personality must be understood.

One of the founders of modern psychology, Alfred Adler, has formulated a thesis about what characterizes a strong personality. His thoughts can be directly transferred to companies.

A strong personality preconditions balance in:

1. our / the company's self-perception;
2. how others perceive us / the company;
3. the way in which we / the company wish to be perceived.

The company's personality is also a methodology for identifying and describing the values that are tied to the brand internally in the company and externally with customers and business partners.

For the company to appear consistent both inside and outside, it must go through a number of steps:

1. How is the company perceived by the surrounding world?
2. How does the company perceive itself internally? The internal culture is described through the history and the basic values that the company builds on.
3. How would the company like to see itself in the future? The management's wishes about where the company should go in the future are uncovered and described.
4. The company's Corporate Concept is formulated with a starting point in the steps above.
5. Prior to implementation the Corporate Concept's sustainability is tested internally and externally to ensure understanding from both sides. It is particularly important that management feels that it expresses the company's personality, as it is the people in the manage-

ment group who will be the main communicators of the new company description. It is advisable to describe the concept in a concept bible (not to be confused with a design manual).

6. Based on the Corporate Concept, a marketing concept is developed that communicates this and enables the company to capture the desired market position.
7. The internal value system is developed and described. The goal is to steer the company so that it is able to deliver a consistent brand to the market.
8. Company management must take on the responsibility to step forward as standard-bearers for the new signal so that no one in the company or around it is in doubt about which way the company is going.

The model for the company's personality describes the process that the company must go through in order to create a consistent brand.

It identifies the areas that the company must clarify in order to create a Corporate Concept that can be firmly anchored internally in the company and externally in the market. Furthermore the model describes what the company must do to ensure this change.

Experience shows that there are often great discrepancies in how management, employees, subsidiaries, business partners and customers perceive the company. Use the model as inspiration for making your own sample enquiry into your company's situation.



Notes

1. **market position** 市场地位
2. **zigzag** /ˈzɪgzæg/ *adj.* 之字形的；盘旋的；曲折的
3. **prior to** 在…之前；先于；优先于
4. **discrepancy** /dɪsˈkrepənsɪ/ *n.* 差异；不一致

I. Answer the following questions.

1. In what way are companies like people?

2. How can the management express the company's personality?

____

3. According to Alfred Adler, what characterizes a strong personality? Can his thoughts be applied to companies?

____

4. In order to create a consistent brand, what steps must a company go through?

____

II. Match each item in Column A with an appropriate item in Column B. Then check with the text and see the difference.

	Column A	Column B
( )	1. achieve	A. a consistent brand
( )	2. capture	B. the internal value system / concept
( )	3. deliver	C. an understanding
( )	4. develop and describe	D. a thesis / the company's Corporate Concept
( )	5. express	E. the company
( )	6. formulate	F. the desired market position
( )	7. identify	G. a set of values
( )	8. make	H. wishes
( )	9. steer	I. your own sample inquiry
( )	10. uncover and describe	J. the essence of the company / the company's personality

Unit Two

Entrepreneurial Spirit

Teaching Objectives

In this unit you will learn

- the importance of creativity;
- how to cultivate creativity;
- a proper attitude towards failure.

Section 1

Lead-in Exercises



I. Warm-up Questions

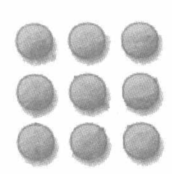
Think about the following questions and discuss them with your classmates.

1. What personal qualities and skills do you think an entrepreneur needs?
2. Do you think you are a creative person? Why or why not?
3. Can you name several creative people? What are their common characteristics?



II. Test Your Creativity

1. The Nine Dot Square Challenge: Connect all nine dots using only four straight lines and without lifting your pencil from the paper.



2. The Four Coin Puzzle: Arrange four coins so that each is touching every other.






3. A pingpong ball fell into a glass bottle. Without lifting, breaking or touching the bottle in any way, get the pingpong ball out.



III. Quotations

Read the following quotations on creativity and exchange your understandings with your partners.

1. Everything you can imagine is real.

— *Pablo Picasso*

2. To think creatively, we must be able to look afresh at what we normally take for granted.

— *George Kneller*

3. Genius means little more than the faculty of perceiving in an unhabitual way.

— *William James*

4. Innovation is like soccer; even the best players miss the goal and have their shots blocked much more frequently than they score.

— *Anonymous*

Section 2

Text

Cultivating the Habit of Innovation

To most of us, innovation is a process executed at "special" times when we need to break new ground. Ironically, at those times, we're usually too rusty to be innovative. Why should we save our best efforts for rare occasions?

A rare breed of individual never gets out of practice — innovation is a habit. It's easy to find innovators: In all walks of life, they're the most satisfied, ingenious (regardless of natural intelligence), and high achieving. Four

---

rusty /ˈrʌstɪ/ *adj.* (脑子等)变迟钝的，衰退的

breed /briːd/ *n.* 种族；种类

ingenious /ɪnˈdʒiːnjəs/ *adj.* 足智多谋的；善于创造发明的

distinguishing traits work in tandem to set personal innovators apart: awareness, curiosity, focus, and initiative.

By developing these traits, you will cultivate what I call the habit of innovation. This will empower you to succeed — by your standards and on your terms — in your occupation, and education, as a parent, in personal relationships, and while pursuing your interests.

Awareness

Robotically reacting and thinking repels innovation. The first trait integral to the habit of innovation is awareness — of yourself and external circumstances.

To become self-aware, start noticing your thoughts — where they are and how they affect your emotions and actions. When your thoughts are not in the present, you miss life's magnificence as well as subtle signals of trouble. Don't get caught up in your thoughts, including opinions about yourself. They may not be "reality".

Also, become fully aware of yourself beyond your thoughts. How are you breathing? Moving? What do you feel and need? Don't try to make changes or pass judgment — just observe. Practice self-awareness a few times a day; soon it will come without effort.

Be warned: Self-awareness can be uncomfortable. We learn early to avoid pain by not thinking about what bothers us. Notice your tendency to pull away from where you need to look.

Once you're cultivating self-awareness, apply these skills outside yourself. Really being in the present moment — which could be all there is, after all — will show you what's working and what's not.

Curiosity

Curiosity flows seamlessly from awareness. Once you open yourself to the nuances of life, it's hard not to find things that fascinate you and to begin wondering why.

---

integral /ˈɪntɪgrəl/ *adj.* 构成整体所必需的；组成的

seamlessly /ˈsiːmlɪslɪ/ *adv.* 无缝地；完全平滑地

nuance /njuːˈɑːns/ *n.* 微妙之处

To be curious, you must give yourself the freedom to risk and make mistakes. Interestingly, curiosity requires trust — trust that everyone and every situation have something to teach you. Even when there's no immediate practical application of the things you learn, you are training creative muscles that innovators keep well toned.

Curiosity jump-starts the habit of innovation by taking you to deeper levels of knowing and helping you to relate to others.

Focus

Awareness and curiosity expand your options, but once you move toward a solution, you need to focus — to go beneath the surface and give full attention to what you're doing.

Regardless of the task, focus pays. In *Finding Flow*, Mihaly Csikszentmihalyi explains that evidence shows that people feel the worst — worse than when they are forced to do things — when they act by default and without focus.

Initiative

Awareness awakens us to what's going on, curiosity lets us gather ideas, and focus lets us nurture particular ideas. But the innovative spirit without action is like the proverbial tree falling in the forest with no one to hear it. Initiative to act gives purpose and momentum to the habit of innovation.

Imagine a Spring Training invitee who has studied baseball for decades, soaking up information, asking questions and chasing answers, and focusing on how to hit against each pitcher. But once at the plate, he never takes the bat off his shoulder. Not once. Finally, he is cut from the roster.

"But someone incapable of action would never make it to Spring Training," you might say. Exactly! But capability without initiative does not translate into results.

You no doubt know gifted people who lack initiative. They languish in jobs they hate, have ideas they never pursue, or are perpetual students, never venturing into the world. It's easy to see that they need initiative, but what

---

tone /təʊn/ *vt.* 提高，增强（机体）

jump-start /ˈdʒʌmpstɑːt/ *vt.* 刺激推动（缓慢或停止的进程等）

default /dɪˈfɔːlt/ *n.* 拖欠；欠缺

roster /ˈrɒstə/ *n.* 花名册

languish /ˈlæŋgwɪʃ/ *vi.* 受苦，受折磨

about you? You have once-in-a-lifetime opportunities every day of your life to shape the world. Are you seizing them?

Why do we avoid taking initiative? In a word, fear. We're afraid of putting ourselves out there, of failing, of risking, of looking stupid. Eventually, we must decide that our goals matter more than our fears.

Putting It Together: The Habit of Innovation

While each of these traits is worth pursuing, the power comes for those who combine them into the habit of innovation.

Consider the late Charles Schulz. The Peanuts comic strip resonates with a broad audience, thanks largely to his awareness of everything from applied psychology to the way adults sound to children. After his death, Billie Jean King described Schulz's curiosity — how he called her to ask questions about competition and other issues. "He would probe and probe and probe, ask questions all the time." Extreme focus is apparent in the unforgettable characters and stories he created. And he had the initiative to persevere when an editor decided to stop publishing his comic strip five decades ago — and to continue touching lives long after he could have retired. His daughter said it was no coincidence that he died just as his final strip was being published.

With the habit of innovation, you too will use your unique abilities to make a difference. Awareness and curiosity will illuminate your life, focus will intentionally direct those of your tremendous light beams, and initiative will push you to do something with all this ingenuity.



Notes

1. **Mihaly Csikszentmihalyi** 米哈伊·契克森米哈伊
He is renowned psychologist — Father of "Flow Theory", former Chair of University of Chicago's Department of Psychology, and bestselling author. Professor Mihaly Csikszentmihalyi (pronounced "Me-high Cheek-sent-me-high-ee"), of Transylvanian descent, seeks to answer what makes "creative" people creative. His primary interests

resonate /'rezəneɪt/ *vi.* 回响，反响

are in the study of creativity, especially in art, socialization, the evolution of social and cultural systems, and the intrinsically rewarding behavior in work and play settings.

2. **Charles Schulz** 查尔斯・舒尔茨

He is the most widely syndicated cartoonist in history, with his work appearing in over 2,300 newspapers. He has published more than 1,400 books, won Peabody and Emmy awards for his animated specials, and is responsible for the most-produced musical in the American theatre, entitled "You're a Good Man, Charlie Brown". And all this diversity and recognition and continuous success began 45 years ago when the United Feature Syndicate ran the first installment of a comic strip it dubbed "Peanuts". While his strip deals in psychology, social commentary and often biting humor, its hallmark is its perspective: all these issues experienced, evaluated, and ultimately decided upon by children. "There is a market for innocence," says Schulz, whose discipline still drives him to his studio every day "to get feelings of depth and roundness, and (to know) the pen line is the best pen line you can make . ... I don't think I'm a true artist. I would love to be Andrew Wyeth or Picasso. ... But I can draw pretty well and I can write pretty well, and I think I'm doing the best with whatever abilities I have been given. And what more can one ask?"

3. **Peanuts comic strip** "花生家族"系列漫画

Peanuts was a syndicated daily comic strip written and drawn by American cartoonist Charles M. Schulz, which ran from October 2, 1950 to February 13, 2000. The strip was one of the most popular and influential in the history of the medium. At its peak Peanuts ran in over 2,600 newspapers, with a readership of 355 million in 75 countries, and was translated into 40 languages. It helped to cement the four-panel comic strip as the standard in the United States. Reprints of the strip are still syndicated and run in many newspapers.

4. **Billie Jean King** 比利・简・金

Billie Jean Moffitt King (born on November 22, 1943 in Long Beach, California) is a retired tennis player from the United States. During her career, she won 12 Grand Slam singles titles, 14 Grand Slam women's doubles titles, and 11 Grand Slam mixed doubles titles. She is generally considered to be one of the greatest female tennis players and female athletes in history. King has been an outspoken advocate against sexism in sports and society. The tennis match for which the public best remembers her is the "Battle of the Sexes" in 1973, in which she defeated Bobby Riggs, a former Wimbledon men's champion who had been the World's No. 1 tennis player for the years 1946 and 1947.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. If one wants to cultivate the habit of innovation, he/she needs to develop four traits. What are they?
____
2. Why is self-awareness so important?
____
3. What does the author mean by mentioning "the proverbial tree falling in the forest with no one to hear it"?
____
4. What's the meaning of "perpetual students"?
____
5. What's the use of citing Charles Schulz as an example?
____

II. Listening Task

Listen to a dialogue and decide whether the following statements are true or false.

1. Creativity comes in a sudden moment of insight, and this "magical" burst of an idea is a different mental process from our everyday thinking. ( )
2. Change of context can activate different areas of our brain, and ideas may suddenly emerge. ( )
3. Bad ideas are sometimes useful, too. ( )
4. Darwin spent years refining his theory of monads and the theory turned out to be a success. ( )

5. The average person can get more ideas by reading extensively rather than through collaboration with others. ( )
6. Studies have shown that the creative process is basically the same as everyday thinking. ( )
7. Creators like writers can generate new ideas when alone. ( )
8. Creativity is not just a moment of inspiration; most often breakthroughs take years of hard work. ( )

III. Puzzle-Solving

Think of an explanation or more for the following cases.

1. The Man in the Elevator: A man lives on the tenth floor of a building. Every day he takes the elevator to go down to the ground floor to go to work or to go shopping. When he returns he takes the elevator to the seventh floor and walks up the stairs to reach his apartment on the tenth floor. He is truly tired of the walking but why does he do it?

____

2. Death in a Field: A man is lying dead in a field. Next to him there is an unopened package. There is no other creature in the field. What may explain his death?

____

3. The Man Who Hanged Himself: There is a large wooden barn. The barn is completely empty except for a dead man hanging from the middle of the central rafter. The rope around his neck is ten feet long and his feet are three feet off the ground. The nearest wall is 20 feet away from the man. It seems impossible for him to climb up a wall or along the rafters to hang himself. Nonetheless, the man hanged himself. Could he commit suicide there? If so, how did he manage that?

____



IV. Group Work

The young are known for being innovative. How about you? Do you have the four traits: awareness, curiosity, focus, and initiative? Get into groups to share your ideas about the following products. Find one that you have the most innovative idea about and prepare to advertise your product to the class.

shoe	pen	radio	bicycle	glass	clock	microwave



V. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " √ " in the blank.

In 1941, a Swiss engineer naming George de Mestral recognized a con- 1. ________
nection between the burrs that stuck on his pants when he hiked in the woods
and a new way to fasten things. So he invented Velcro. Similarly, the plate-
glass industry was revolutionized in 1959 when Allistair Pilkington observed 2. ________
grease forming in his dishwater. The image led him invent a process for 3. ________
making perfectly smooth glass.

Both ideas were stimulated by an "off the wall" environment, often the
domain of creative thinking. A few of other products that have originated in 4. ________
unfamiliar environments or media are Polaroid film, Post-It notes, pocket
calculators and car tires.

Today, many people refer to this process thinking "out of the box" — 5. ________
that is, within the conditioned boundaries of our mental assumptions and 6. ________
preconceptions. Too often, we get bogged down in using our "logical" minds

to search for "realistic" solutions of problems. In the process, ideas stop flowing, we give up on many problems, and we let our hopes and dreams fade .

7. ________

8. ________

Creative thinking helps us get beyond all the "shoulds" and "supposed-to's", revving up the lesser-used parts of the brain that prompts breakthrough ideas. This process is essential in a marketplace that reverberates with quick-shifting customer expectations. The smartest companies today have pains to pursue both present customer demands and those that are as-yet unexpressed. Such projections into the future require research and imagination.

9. ________

10. ________



VI. Case Study

Read the following cases and imagine that you are a manager of a company. How many ways can you use to generate creative ideas in your company?

Case 1

Omron, a maker of electronic controls, has a monthly *juku* (cram school), to break down mindsets. Here, mid-level employees try to think and plan as if they were 19th-century warlords, private detectives, or Formula One race car drivers.

____

Case 2

Toyota claims that its employees submit two million ideas annually — about 35 suggestions per employee — and over 85 percent are implemented. The Toyota Engineering Society organizes an annual Idea Olympics. Engineers submit ideas under the categories of rides, fun, creativity, and recycling. Winning ideas are paraded in public at Toyota City in Aichi prefecture.

____

Case 3

Fuji asks senior managers to study offbeat topics such as the history of Venice or the sociology of apes to broaden their minds and find new ideas.

____

Case 4

Employees of Shimizu, Japan's largest construction company, spend time playing games that force teams to tackle impossible problems such as getting back from the moon on a damaged spacecraft.



VII. Writing

There have been many creative people throughout history, be they inventors, artists, designers, painters, etc. Who do you think is the most creative person ever to have lived? Write a passage of around 150 words about such a person.

Section 4

Supplementary Reading

Failure Is the Mother of Innovation

In the 1950s the Jacuzzi brothers invented a whirlpool bath to treat people

with arthritis. Although the product worked, it was a sales flop. Very few people in the target market, sufferers from arthritis, could afford the expensive bath. So the idea languished until they tried relaunching the same product for a different market — as a luxury item for the wealthy. It became a big success.

Very often the best way to test an idea is not to analyze it but to try it. The organization that implements lots of ideas will most likely have many failures but the chances are, it will reap some mighty successes too. By trying numerous initiatives we improve our chances that one of them will be a star. As Tom Kelley of IDEO puts it, "Fail often to succeed sooner."

Honda Motor Company entered the US market in 1959 with its range of low-powered motorcycles. It endured failure after failure as it learned the hard way that little motorcycles popular in the Tokyo suburbs were not well received on the wide open roads of the USA. They eventually brought out a range of high-powered bikes that became very popular. Soichiro Honda, the founder of Honda said, "Many people dream of success. Success can only be achieved through repeated failure and introspection. Success represents the one percent of your work that results from the 99 percent that is called failure."

What makes Silicon Valley so successful as the engine of high-tech growth? It is the Darwinian process of failure. Author Mike Malone puts it like this, "Outsiders think of Silicon Valley as a success, but it is, in truth, a graveyard. Failure is Silicon Valley's greatest strength. Every failed product or enterprise is a lesson stored in the collective memory. We don't stigmatize failure; we admire it. Venture Capitalists like to see a little failure in the résumés of entrepreneurs."

In order to develop the concept of the benefits of failure, Penn State University has a course for engineering students called Failure 101. The students have to take risks and do experiments. The more failures they have, the sooner they can get an A grade!

Many great successes started out as failures. Columbus failed when he set out to find a new route to India. He found America instead (and because he thought it was India, he called the natives Indians). Champagne was invented by a monk called Dom Perignon when a bottle of wine accidentally had a secondary fermentation. 3M invented glue that was a failure — it did not stick. But it became the basis for the Post-it note, which was a huge success.

Scientists at Pfizer tested a new drug called Viagra, to relieve high blood pressure. Men in the test group reported that it was a failure at stopping high blood pressure, but it had one beneficial side effect. Pfizer, the manufacturers,

investigated the side effect and found that the drug had a dramatic effect on men's sexual vigour. Viagra became one of the most successful failures of all time.

Failure as a Stepping Stone

Even if the failure does not lead directly to a success it can be seen as a step along the way. Edison's attitude to "failure" is salutary. When asked why so many of his experiments failed he explained that they were not failures. Each time he had discovered a method that did not work.

Tom Watson Jr. was the legendary President of IBM who led them through the high-growth years when they were the most admired company in America. He encouraged what he called "wild ducks", people with unconventional and disruptive ideas. On one occasion a Vice President who had lost the corporation $10 million on an experiment which failed was called to Watson's office. The VP was expecting to be fired so he took his letter of resignation with him and presented it. Watson refused to accept it. "Why would we want to lose you?" he said. "We've just given you a $10 million education."

Another boss who welcomes failure is Richard Branson, founder of the Virgin Group. According to his publisher, John Brown, "The secret of (Branson's) success is his failures. He keeps opening things and a good many of them fail but he doesn't care. He keeps on going."

In 1985 Coca Cola experimented by introducing "New Coke" — a new flavour to replace "Classic Coke". It had fared well in consumer tests but it was a marketing disaster and flopped. Coca Cola had to eat humble pie and reintroduce Classic Coke. Did this great disaster do any long-term harm to Coca Cola? Probably not. Did the senior managers and marketing professionals responsible for this failure all get fired? No, they did not. It was an experiment that failed but Coca Cola survived, learned and prospered. As the great philosopher Nietzsche put it, "That which does not kill me makes me stronger."

Bill Gates stood down as CEO of Microsoft so that he could focus more time and energy on strategic leadership of the company's development efforts. He took intense interest in Microsoft Research, the 600 person think-tank he set up in the early 1990s to push the envelope of software technology, user-interface design, speech recognition and computer graphics. As one of his colleagues put it, "Bill isn't afraid of taking long-term chances. He understands

that you have to try everything, because the real secret to innovation is failing fast."

Conclusion

The innovative leader encourages a culture of experimentation. You must teach people that each failure is a step along the road to success. To be truly agile, you must give people the freedom to innovate, the freedom to experiment, the freedom to succeed. That means you must give them the freedom to fail, too.



Notes

1. **arthritis** /ɑːˈθraɪtɪs/ *n.* 关节炎
2. **IDEO** 世界著名的设计咨询公司
3. **fermentation** /ˌfɜːmenˈteɪʃən/ *n.* 发酵
4. **Pfizer** 美国辉瑞公司
5. **Virgin Group** 英国维珍集团公司
6. **Nietzsche** 尼采（德国哲学家，唯意志论者）

I. Answer the following questions.

1. Why do you think motorcycles popular in the Tokyo suburbs were not well received in the USA?

____

2. Why is Silicon Valley called a graveyard?

____

3. What does the Failure 101 course teach?

____

4. In what sense was Viagra one of the most successful failures of all time?

____

5. What's the meaning of "wild ducks"?

____

II. Match the person or the company in Column A with the explanation in Column B.

	Column A	Column B
( )	1. Jacuzzi brothers	A. He explained that the failed experiments were not failures but a method that did not work.
( )	2. Dom Perignon	B. He was the founder of the Virgin Group.
( )	3. Pfizer	C. He refused the resignation of a Vice President who had lost the corporation $10 million on an experiment which failed.
( )	4. Honda	D. It brought out a range of high-powered bikes that became very popular in the USA.
( )	5. Tom Watson Jr.	E. It launched a drug called Viagra.
( )	6. Richard Branson	F. They invented a whirlpool bath to treat people with arthritis.
( )	7. Edison	G. He invented Champagne.

III. What can you learn from the failure stories? Have you ever taken advantage of such a stepping stone? How about your friends?

____

Unit Three

Confidence

Teaching Objectives

In this unit you will learn

- the importance of self-confidence;
- when to start building self-confidence;
- strategies for developing confidence;
- how to evaluate yourself properly.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. Do you often feel that others do a better job than you?
2. Do you often doubt your own ability and skills?
3. Have you ever put yourself down when someone gives you a compliment, or become defensive when someone is just kidding around with you?



II. Linking Work

Link the self-defeating thought patterns with examples.

Self-Defeating Thought Patterns	Examples
1. "all or nothing" thinking	A. I know I won five chess games in a row, but losing this one makes me feel terrible about myself.
2. seeing only dark clouds	B. I am a loser and it's my fault.
3. magnification of the negative / minimization of the positive	C. I feel ugly so it must be true.
4. uncritical acceptance of emotions as truth	D. I am a total failure when my performance is not perfect.
5. overemphasis on "should" statements	E. You like this outfit? I think it makes me look fat.
6. labeling	F. I got a C on one chemistry test, now I'll never get into medical school.
7. difficulty accepting compliments	G. Everyone should have a career plan when they come to college. I don't so there must be something wrong with me.



III. Quotations

Read the following quotations on confidence and exchange your understandings with your partners.

1. All you need in this life is ignorance and confidence; then success is sure.

   —*Mark Twain*

2. If I have lost confidence in myself, I have the universe against me.

   —*Ralph Waldo Emerson*

3. There are admirable potentialities in every human being. Believe in your strength and your youth. Learn to repeat endlessly to yourself, "It all depends on me."

   —*Andre Gide*

Section 2

Text

Be a Believer to Be an Achiever

The professor stood before his class of 30 senior molecular biology students, about to pass out the final exam. "I have been privileged to be your instructor this semester, and I know how hard you have all worked to prepare for this test. I also know most of you are off to medical school or grad school next fall," he said to them. "I am well aware of how much pressure you are under to keep your GPAs up, and because I know you are all capable of understanding this material, I am prepared to offer an automatic 'B' to anyone, who would prefer not to take the final."

---

senior /ˈsiːnɪə/ *adj.* (大学)四年级(生)的
molecular /məʊˈlekjʊlə/ *adj.* 分子的
grad school 研究生院

The relief was audible as a number of students jumped up to thank the professor and departed from class. The professor looked at the handful of students who remained, and offered again, "Any other takers? This is your last opportunity." One more student decided to go.

Seven students remained. The professor closed the door and took attendance. Then he handed out the final exam.

There were two sentences typed on the paper: "Congratulations, you have just received an 'A' in this class. Keep believing in yourself."

I never had a professor who gave a test like that. It may seem like the easy way out of grading a bunch of exams, but it's a test that any teacher in any discipline could and should give. Students who don't have confidence in what they've learned are B-students at best.

The same is true for students of real life. The A-students are those who believe in what they're doing because they've learned from both successes and failures. They've absorbed life's lessons, whether from formal education or the school of hard knocks, and become better people. Those are the people who you look for when you're hiring or promoting, and the ones you keep if you're downsizing. Your organization needs their brand of thinking.

Psychologists say that by the age of two, 50 percent of what we ever believe about ourselves has been formed; by age six, 60 percent; and at eight years, 80 percent. Wouldn't you love to have the energy and optimism of a little kid? There is nothing you couldn't do or learn or be.

But you're a big kid now, and you realize you have some limits. Don't let the biggest limit be yourself. Take your cue from Sir Edmund Hillary, the first person to reach the summit of Mount Qomolangma: "It's not the mountain we conquer, but ourselves."

Believing in yourself comes from knowing what you are really capable of doing. When it's your turn to step up to the plate, realize that you won't hit a home run every time. Baseball superstar Mickey Mantle struck out more than 1,700 times, but it didn't stop him from excelling at baseball. He believed in himself, and he knew his fans believed in him.

---

audible /ˈɔːdɪbl/ *adj.* 听得见的
discipline /ˈdɪsɪplɪn/ *n.* 学科
knock /nɒk/ *n.* 挫折；艰苦
downsize /ˈdaʊnsaɪz/ *vi.* 实行机构精简
plate /pleɪt/ *n.* （棒球中的）投手板；本垒板
home run （棒球的）本垒打
strike out （棒球赛中）三击不中出局
excel /ɪkˈsel/ *vi.* 胜过别人；突出

Surround yourself with positive people — they know the importance of confidence and will help you keep focused on what you can do instead of what you can't. Who you surround yourself with is whom you become.

Never stop learning! I would work this advice into every column if I could; it's that important. Don't limit yourself only to work-related classes, either. Learn everything about every subject that you can. When you know what you're talking about, it shows.

Be very careful not to confuse confidence with a big ego. If you want people to believe in you, you also have to believe in them. Understand well that those around you also have much to contribute, and they deserve your support. Without faith in yourself and others, success is impossible.

At the end of a particularly frustrating practice one day, a football coach dismissed his players by yelling, "Now all you idiots, go take a shower!" All but one player headed toward the locker room. The coach glared at him and asked why he was still there. "You told all the idiots to go, sir," the player replied, "and there sure seems to be a lot of them. But I am not an idiot." Confident? You bet. And smart enough to coach that team some day.

Mackay's Moral: Believe in yourself, even when no one else does.



Notes

1. **GPA** 平均学分积点

   Grade point average (GPA) is a number that represents the average of a student's grades during his or her time at an institution. Usually it is weighed by the number of credits given for the course.

2. **Mickey Mantle** 米奇·曼特尔

   Mickey Charles Mantle was an American baseball player who was inducted into the National Baseball Hall of Fame in 1974. He played his entire 18-year major-league professional career for the New York Yankees and was a sixteen-time All-Star, and named American League MVP three times. Mantle played on 12 pennant winners and seven World Championship clubs. He still holds the records for most World Series home runs (18), RBI (40), runs (42), walks (43), extra-base hits (26), and total bases (123). Mantle died in 1995 at age 63 from liver cancer after years of alcohol abuse.

---

locker /ˈlɒkə/ *n.* （公共场所供个人存放衣物等的）锁柜

3. **Mackay** 麦凯
Mackay is author of the New York Times seller *Pushing the Envelope* (Ballantine Books).

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. What important implication can you draw from the tale of the professor?

____

2. What's the meaning of "the school of hard knocks"?

____

3. "When it's your turn to step up to the plate, realize that you won't hit a home run every time." What does the sentence mean?

____

4. What does "A-students" refer to?

____



II. Pair Work

Discuss with your partner about the following sentences drawn from the text. Do you agree or disagree? Why?

1. It's not the mountain we conquer, but ourselves.

____

2. Who you surround yourself with is whom you become.

____

3. If you want people to believe in you, you also have to believe in them.

____



III. Listening Task

Listen to a passage and fill in the gaps.

Nothing succeeds like confidence. When you are truly and justifiably confident, it ________ ________________, and attracts success to you like a magnet.

It's so important to believe in yourself. Believe that you can do it, ____________________ Because if you believe you can, then you really will. That belief just keeps you searching for the answer, and then pretty soon you can find it.

Confidence is more than an attitude. It comes from knowing exactly where you are going, exactly how you are going to get there. It comes from ____________________. It comes from a strong sense of purpose. It comes from a strong commitment to take responsibility, rather than just let life happen.

One way to develop self-confidence is to ______________________________ __________behind you.

Confidence is ____________________. It is not arrogant. Arrogance is born out of ________________. Confidence comes from strength and integrity.

Confidence is not just believing you can do it. Confidence is knowing you can do it. Knowing that ______________________________, and live your life with confidence.

Anything can be achieved through ____________________ and self-confidence. If your life is not what you want it to be, you have the power to change it, and you must make the changes ____________________. Live your priorities. Live with your goals and your plan of

action. Live each moment ______________________. Act with your own purpose, and you will have the life you want.



IV. Case Study

Read the following cases and discuss them with your partner.

Case 1

Ella recalls how upset she'd get when she didn't seal each deal, and she noticed that her male colleagues didn't seem to be bothered when they repeatedly heard the word "no". "I had a great sales manager who explained that I shouldn't take it personally," she said.

____

Case 2

When Helen, 40, a freelance writer showed her husband a story pitch that she was planning to send to a magazine editor. "It basically said, 'I have this idea. You're probably not interested, but here's my number.' I was practically apologizing for wasting the editor's time. My husband looked at it and said, 'This is great — if you don't want the job.'"

____



V. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " √ " in the blank.

Ralph Waldo Emerson, who wrote the famous essay *Self Reliance*, might be shameful of today's CEOs. 1. ________

One in three at small companies doubt their ability to lead, 2. ________
saying a new survey. These chief executives are looking at themselves critically 3. ________
and questioning whether they have the chutzpah to achieve strong growth,
according to a PricewaterhouseCoopers survey of companies with sales of

$1 million to $50 million anually. Of the 452 CEOs surveyed, 32% say their ability to manage or reorganize their business could be an impediment of growth over the next year.

4. ________
5. ________

"There aren't a lot of pressures these CEOs are facing today — the push for customer service, cost control, competition, time to market, the need to invent. All of these factors are weighing heavily on CEOs. Add to that the profit pressures these men and women put on themselves," notes PWC survey director Pete Collins.

6. ________
7. ________
8. ________

What's remarkable is that faster, more powerful computer systems and software that handle inventory and payroll apparently hasn't made the job much easier. Five years ago, CEOs expressed much lower self-confidence. When PWC first asked chief executives of small companies about assurance in 1993, only 10% said they doubted themselves. This year's 32% marks an all-time high for self-doubters.

9. ________
10. ________



VI. Reading Comprehension

1. Read the following passage and choose a heading for each paragraph from the heading list.

Lack of confidence can trip you up just when you need it to be at its best. These 7 tips will help you feel better about yourself quickly.

____

Learning something new is often accompanied by feelings of nervousness, lack of self-belief and high stress levels, all of which are necessary parts of the learning process. The next time you feel under-confident, remembering this will remind you that it's perfectly normal — you're just learning!

____

Like writing or calling a friend, cleaning the house, tidying the garden, fixing the car, organizing the bills, making a tasty and healthy meal — anything that involved you making a decision, then following through!

____

Examples? How about swimming, running, dancing, cooking, gardening, climbing, painting, writing ...? If possible, it should be something that holds your attention and requires enough focus to get you into that state of "flow" where you forget about everything else. You will feel more competent, accomplished and capable afterwards, great antidotes to low self-esteem!

And while you're at it, seriously consider doing something like this at least once a week. People who experience "flow" regularly seem to be happier and healthier.

____

I know this sounds strange, but low self-esteem is often accompanied by too much focus on the self. Doing something that absorbs you and holds your attention can quickly make you feel better.

____

If you are feeling low, anxious or lacking in confidence, the first thing to do is to stop thinking and relax properly. Some people do this by exercising, others by involving themselves in something that occupies their mind. However, being able to relax yourself when you want is a fantastic life skill and so practicing self-hypnosis, meditation, or a physically-based relaxation technique such as Tai Chi can be incredibly useful.

When you are properly relaxed, your brain is less emotional and your memory for good events works better. A great "rescue remedy"!

____

This can be difficult at first, but after a while, you'll develop a handy mental list of self-esteem boosting memories. And if you're thinking "but I've never achieved anything", I'm not talking about climbing Qomolangma here.

Things like passing your driving test (despite being nervous), passing exams (despite doubting that you would), playing team sport, getting fit (even if you let it slip later), saving money for something, trying to help someone (even if it didn't work) and so on.

____

If you are feeling bad about yourself, remember that the way you feel affects your thoughts, memory and behavior. So when you feel bad, you will only remember the bad times, and will tend to be pessimistic about yourself. This is where the tip "Get Seriously Relaxed" comes in!

Heading List

A. Remember all the things you have achieved.
B. Do something you have been putting off.
C. Do something you are good at.
D. Remember that you could be wrong!
E. Stop thinking about yourself!
F. Think back to when you did something new for the first time.
G. Get seriously relaxed.

2. Read the following passage and choose the best sentence from A to F below to fill in each of the gaps in the passage.

Be grateful for life and its opportunities. Kindle a desire to develop an eagerness for achievement and to gain influence. Muster every ounce of determination to progress and become positively self-confident. In developing self-reliance, ________! Start now! Act now! Write the following in your notebook now! "Positive action is the perfection and publication of thought."

Read it every day until you have it locked safely in the back reaches of your mind.

Confident salespeople are, to some degree, governed by their imagination. In the imagination, we find much of the difference between the timid and self-confident person. One pictures success and influence — while the other can only see failure and defeat.

Most of us recognize willpower, yet few deliberately give much time or thought to its development. We resist one thing and yield to another — perhaps according to the strongest motive. But what should concern us most in the practice of self-confidence is how this power can be built and directed. If it's your wish to become a successful top-level salesperson, _______. Psychologists have suggested that consciousness confirms our freedom to choose a certain course, but still with the freedom to choose another course if we so desire. Either way, there's no feeling of compulsion, which seems to confirm the idea of freedom of will.

If you dwell long and earnestly enough on the value of a strong, well-directed will, _______. You'll use that desire to your daily advantage, and by its aid, you will realize your ambition.

How strong is your desire? Will you practice every day? Is your desire strong enough to acquire the great power of self-confidence? Will you persevere with intense earnestness? Will you make sacrifices to reach your goal? Is your motive strong enough? Your answer to questions like these could determine what measure of sales success you will achieve! To paraphrase Goethe, "If you're in earnest, seize this very minute. Whatever you can do, or dream, _______."

While improving one's self-confidence, never underestimate the vocal power. In a good sounding voice, there should be sympathy; it produces frankness in the speaker which commends him to the listener. It lends a strange charm to the voice which reaches the minds and hearts of the people. It invites customer comments like, "There's a sales rep who understands me; I'll listen to him." Combined with authority and sympathy, _______. Demands on the voice can be great and varied — ranging from gentle conversation to vociferous appeal. Like a church organ, it must respond to every touch of the master: Light as a tinkling bell, deep as thunder, sweet as a flute and perhaps, occasionally, shrill as a trumpet. Such is the power of the human voice.

While discovering your voice limitations, read aloud from a good classic book such as the essays of Montaigne and throw in lots of dialogue from the "Five Great Dialogues of Plato". When you've found your limitations, _______. With some applied effort, one can become as good as one's natural faults will allow. Few rarely become the super-salespeople they wish to be — perhaps for no other reason than the fact that, as Alexander Woollcott once suggested, "Many spend half their time wishing for things they could have, if they didn't spend half their time wishing."

A. you'll develop an intense desire to be possessed of self-confidence in no small degree

B. you must have absolute faith in yourself and your company, coupled with the courage to act

C. one should train the voice of adequate expression

D. give your desires a second thought

E. realize the most sensible thing you can do is aim for excellence within them

F. you can at least begin it



VII. Writing

In our life, we may sometimes doubt our own abilities in face of great challenges, and become less confident than before. Have you had such an experience? How did you overcome your difficulties and remain confident? Write a passage of around 150 words about what you think is the most important element in the building of self-confidence.

Section 4

Supplementary Reading

Building Self-Confidence

In his play, *Othello*, Shakespeare touches on the issue of self-confidence, writing about how most of what we think the world is doing to us, we are doing to ourselves. Shakespeare knew well how negative thinking inhibits self-

confidence. As a manager, do you explain away your doubts and failures by blaming external causes or by making negative assumptions about your abilities? If so, this six-step process for building self-confidence can get you back on track — and perhaps a little farther up the ladder.

The place to begin when lacking in confidence is within one's self. This is done by analyzing one's own "self-talk", that is, what one says to one's self.

If managers regularly worry about what their supervisor and fellow managers think of them, or are prone to feeling guilty about their inadequacies, or if they are afraid to take on a new job because they don't think they will be good at it, they should take some action to build their self-confidence.

Why build self-confidence?

The most important reason a manager needs to know how to build self-confidence is that it is an essential part of motivation and, therefore, performance. In fact, self-confidence can be compared to the foundation of a house. Motivation, performance, pay, recognition and promotion are all built on this base.

If people do not believe they can do the job, they are not motivated, their performance is low, and company and personal payoffs diminish. Millions of people are prisoners of their own self-perceptions because they can be such a strong limiting factor.

When to take action?

The most appropriate time to start building self-confidence is immediately when a person begins having doubts about self-worth and the ability to be successful. Failing to immediately confront these negative feelings just allows time for the problem to multiply and magnify. The cliché about "nipping a problem in the bud" certainly holds true.

Building self-confidence.

Although there are many techniques and approaches to building self-confidence, the simplest and most effective is a concept called "self-talk". Self-talk is simply what one says to one's self — in most instances, this talk is a form of judgment.

It is this judgmental and total-opposites thinking that often leads to personal thoughts that aren't always true. These thoughts are the basis for undermining self-confidence.

Self-talk can be either positive or negative.

An example of negative self-talk would be the person who has been asked to draft a letter for his boss. He might say, "I've never been a good writer, so I know I won't be able to write a good letter. I'm just totally incompetent!"

Positive self-talk, on the other hand, builds confidence. As the first step in using positive self-talk, the person should objectively state the incident that is causing doubt about worth or capability. The key word here is "objectively". For example, the manager would say, "I've been asked to draft a letter, and I'm not a very good writer."

The next step is to objectively interpret what the incident does not mean. Again the key word is "objectively". The manager would say, "Not being a good writer doesn't mean that I can't figure out a way to come up with a good letter or that I'm a terrible manager."

Next, the person should objectively state what the incident does mean. In doing this, the person should try to avoid labels such as "awful", "worst", "dumb", and "no good". The manager would say, "I just have a problem with one aspect of this job, writing and composing letters, so I need to find a way to improve that skill."

The fourth step is to objectively account for the cause of the incident. The manager would say, "I'm really nervous about doing a good job on this letter because I don't have any experience in writing letters."

The next step is to identify some positive ways to prevent the incident from occurring again. The manager might say, "I'll look in the files to familiarize myself with Mr. Stevens' style of writing, and I'll enroll in that public seminar I read about on effective writing."

The final step is to use positive self-talk. The manager visualizes Mr. Stevens stating, "This letter is even better than what I would have written."

Summing up.

Managers need to know how to build self-confidence because it is an

essential part of motivation and performance, and because people who have self-confidence feel better about themselves and are happier.



Notes

1. **touch on** （简略地）论及，提到
2. **be prone to** 有…倾向，易于…
3. **take on** 承担
4. **nip in the bud** 把…消灭于萌芽状态，防…于未然

I. Answer the following questions.

1. What are the six steps of positive self-talk to build self-confidence?

____

2. When is the most appropriate time to start building self-confidence?

____

3. Try to find the metaphors the author uses in the passage.

____

4. Find the words with "self-" in the passage.

____

II. Complete each of the following sentences with one of the words given below. Make changes where necessary.

inhibit	essential	magnify	multiply	cliché
undermine	dumb	inadequacy	payoff	nip

1. She ________ off a dead flower.
2. The redundancies were achieved by offering massive ________.

3. She was struck ________ when hearing the news.
4. He tried to __________ her authority at every opportunity.
5. Failure to set up adequate infrastructure _________ the expansion of trade.
6. Unemployment can often cause feelings of___________ and low self-confidence.
7. The flies can easily _________ to give a nasty bout of food poisoning.
8. His preludes were all _______.
9. The plan is worthwhile _________, but some changes will have to be made.
10. Ted likes to ________ his achievements.

III. Write on a piece of paper your shortcomings and merits. Then discuss with your partner and see what he thinks of you. With the help of your partner, think about your shortcomings in as many positive ways as possible.

Unit Four

Time Management

Teaching Objectives

In this unit you will learn how to

- decide your priorities and concentrate on them;
- use strategies to deal with time wasters;
- create a time management plan;
- become a better manager of time.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. Do you often feel hurried by school and / or personal pressures?
2. Do you often get behind with your reading and papers?
3. Do you have trouble saying "no" to people who ask you to do things for them?
4. Do you feel you don't have enough time to spend on personal interests, such as hobbies?
5. Do you wish you would get your work done earlier?



II. A Quiz on Time Management

Tick the letter A, B, C, or D that indicates how much you agree with the following statements.

A. Strongly Agree B. Mildly Agree C. Mildly Disagree D. Strongly Disagree	
1. I seldom feel driven by the urgencies of the day.	A B C D
2. I prioritize my various tasks and activities.	A B C D
3. I do not tend to do the quick, easy, or enjoyable jobs first.	A B C D
4. I prepare a weekly plan, which includes specific goals, activities and priorities.	A B C D
5. I seldom think I should get better organized and use a more effective system for planning my time.	A B C D
6. In my daily plan, I allow time for unexpected things I cannot control.	A B C D
7. I often put off things that are either unpleasant or take big blocks of time.	A B C D
8. It takes pressure from an approaching deadline to get me started; I tend to wait until the last minute.	A B C D
9. I have to wait for the right mood and time to tackle creative work, and worry about making mistakes or wrong decisions.	A B C D

For statements 1–6, give yourself the following points: A (4), B (3), C (2), D (1).

For statements 7–9, give yourself the following points: A (1), B (2), C (3), D (4).



III. Quotations

Read the following quotations on time management and exchange your understandings with your partners.

1. Guard well your spare moments. They are like uncut diamonds. Discard them and their value will never be known. Improve them and they will become the brightest gems in a useful life.

   — *Ralph Waldo Emerson*

2. A man who dares to waste one hour of life has not discovered the value of life.

   — *Charles Darwin*

3. Do something every day that you don't want to do; this is the golden rule for acquiring the habit of doing your duty without pain.

   — *Mark Twain*

4. Dost thou love life? Then do not squander time for that is the stuff life is made of.

   — *Benjamin Franklin*

5. The bad news is time flies. The good news is you're the pilot.

   — *Michael Althsuler*

Section 2

Text

Time Management Skills

Time management skills are essential skills for effective people. People who use these techniques routinely are the highest achievers in all walks of life, from business to sport to public service. If you use these skills well, then

routinely /ruː'tiːnlɪ/ *adv.* 日常地；例行地

you will be able to function effectively, even under intense pressure.

At the heart of time management is an important shift in focus: Concentrate on results, not on being busy.

The 80:20 Rule

Many people spend their days in a frenzy of activity, but achieve very little because they are not concentrating on the right things. This is neatly summed up in the Pareto Principle, or the "80:20 Rule" which argues that typically 80% of unfocussed effort generates only 20% of results. The remaining 80% of results are achieved with only 20% of the effort. While the ratio is not always 80:20, this broad pattern of a small proportion of activity generating non-scalar returns recurs so frequently as to be the norm in many areas.

By applying time management skills you can optimize your effort to ensure that you concentrate as much of your time and energy as possible on the high payoff tasks. This ensures that you achieve the greatest benefit possible with the limited amount of time available to you.

Deciding Your Work Priorities

An important part of focusing on results is working out what to focus on! Many people work very hard all day doing little jobs that do not actually affect the quality of their work.

To identify the right focus is to concentrate on three areas — clarifying what you enjoy, understanding what your strengths and weaknesses are, and working out both what your job is and what constitutes excellent performance.

Doing What You Enjoy

It is important for your own quality of life that you enjoy your job. If you know broadly what you like and dislike, you will be more able to move your job towards doing things that you enjoy. This is important as you

---

frenzy /ˈfrenzɪ/ *n.* 狂乱
recur /rɪˈkɜː/ *vi.* 再发生；反复发生
norm /nɔːm/ *n.* 标准；规范；准则
optimize /ˈɒptɪmaɪz/ *vt.* 使尽可能完善；使优化
payoff /ˈpeɪɒf/ *n.* 赢利；报酬
priority /praɪˈɒrətɪ/ *n.* 优先考虑的事

are much more likely to do your job effectively if you love it than if you loathe it.

Note that almost every job has tedious or unpleasant elements to it — it is important that these parts are done properly. It is up to you over time to minimize this.

Concentrating on Your Strengths

It is also important to know what your talents and weaknesses are. A good way of doing this is to carry out a SWOT analysis. This provides a formal approach to evaluating your strengths and weaknesses, and the opportunities and threats that you face. It makes a lot of sense to find a job that suits your strengths, and where your weaknesses do not matter.

Understanding How to Be Excellent at Your Job

One excellent way of ensuring that you concentrate on the right things is to agree about them with your employer!

You should ask the following questions:

1. What is the purpose of the job?
   If possible, express this in a single sentence starting with the word "To" — for example "To ensure effective distribution in the Southeast ..."
2. What are the measures of success?
   Work out how a boss will decide whether an employee is good at one's job or not. Find out what the key targets to be achieved are, and how achievement will be measured.
3. What is exceptional performance?
   Find out what this is considered to be, and work out how to achieve it.
4. What are the priorities and deadlines?
   You need to know this so that when you are overloaded with work, you know what to focus on.

---

loathe /ləʊð/ *vt.* 厌恶，憎恨
tedious /ˈtiːdɪəs/ *adj.* 冗长乏味的；沉闷的
minimize /ˈmɪnɪmaɪz/ *vt.* 使减到最少；使缩到最小
exceptional /ɪkˈsepʃənəl/ *adj.* 超过一般水平的；优越的
overload /ˌəʊvəˈləʊd/ *vt.* 使超载，使过载

5. What resources are available?

   This ensures that you are using all the tools at your command.

6. What costs are acceptable?

   This lets you know the boundaries within which you can move.

7. How does this relate to other people?

   What is the broader picture within which you have to work?

If you have answers to these questions, you will know how to do your job in precisely the right way. If you know what exceptional performance is, you can plan to achieve it using all the resources you have available. By concentrating on the right priorities, you will ensure that you are always working as effectively as possible.



Notes

1. **Pareto Principle** 帕累托原理

   The Pareto Principle, also known as the "80:20 Rule", was named after Vilfredo Pareto (1848–1923). He was an Italian economist who, in 1906, observed that 80% of property in Italy was owned by 20% of the Italian population. Over time and through application in a variety of environments, this analysis has come to be called the Pareto Principle, the "80:20 Rule", the "law of the vital few", or the "Vital Few and Trivial Many Rule".

2. **non-scalar returns** 非标量回馈

   The term refers to rewards or profits obtained not in proportion to the effort or investment made.

3. **SWOT analysis** 态势分析法

   SWOT is the abbreviation for strengths, weaknesses, opportunities, and threats. These four factors provide a framework which an organization can use to conduct a structured analysis of its operations.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. What should we concentrate on when managing time?

2. What important implication can you draw from the "80:20 Rule"?

3. What are the main points in deciding your work priorities?

4. How can you handle two or multiple tasks at the same time?

5. Is a deadline helpful for students or employees to do their job better and more quickly? Why or why not?



II. Listening Task

1. Listen to a dialogue and fill in the gaps.

Manager: So David, looking at______________ last week, you've only been able to complete one of them. What can we do to__________________?

David: Well, there was that problem which came up Tuesday that________________, Lorraine really needed help to get the reports done for the board meeting and I had to cover for Jim_______________ Wednesday and Thursday.

Manager: I understand there were_______________________ but didn't you use the time management techniques you learned in the course?

David: Sure, but they don't__________________. The other jobs had to be done, so I did them.

Manager: Okay. Trouble is we're starting to fall behind schedule on this project. I'd really appreciate it if you could__________________ this week to catch up.

2. Discuss with your partner and comment on the above dialogue.

3. Based on what you have learnt about time management, offer your suggestions for David to better manage his jobs and satisfy his manager.



III. Pair Work

1. Create a list of the most common interruptions in your coursework or at work. Organize the interruptions into two columns: those caused by others and those caused by yourself.

2. Identify each interruption as an unexpected crisis (U) or a routine interruption (R). Break the routine interruptions into two groups: those that must be handled immediately (I) and those you can handle later (L).

3. Work in pairs to compare the list that each person has created and brainstorm for two minutes to suggest strategies that could control, influence or minimize the number of routine interruptions on each other's lists.



IV. Group Work

1. Consider and make a list of your work priorities for next week, next month and next year separately, and rank your goals in order of importance.

Next week I want to:	Next month I want to:	By this time next year I want to:
A. ______	A. ______	A. ______
B. ______	B. ______	B. ______
C. ______	C. ______	C. ______
D. ______	D. ______	D. ______
E. ______	E. ______	E. ______
F. ______	F. ______	F. ______

2. Check your ranking list with the three ways of deciding work priorities discussed in the text. How far do you agree with the author's points of view? Is there anything else you can add to the criteria to establish priorities for tasks? Share your ideas with your group members.



V. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " ✓ " in the blank.

We have tried to capture time on calendars, measure it by the clock,
extend it by daylight saving time, sped it up, and slow it down. But the 1. ______
simple key of good time management is to work smarter, not harder, in 2. ______
every phrase of your life. Determine what is important in your life through 3. ______
visioning, write goal statements, and taking action steps that will focus in 4. ______
on the goals.

There are three possible approaches to time management. First, you
can increase amount of your available time. This approach means you 5. ______
must stretch the hours of each day as much as possible, a strategy that you 6. ______
could result in fatigue, lack of efficiency, and sometimes depress. A 7. ______
second approach is to do more work in the available time. This approach

assumes that if you can pack more work into your day, everything will work out great. Like results, however, include high stress and burnout. 8. ____________
The third strategy is to do only the important work in the available time. This approach suggests that a scale of priority is assigned to the 9. ____________
use of your time. It also reflects a commitment toward only essential matters. This approach necessitates an action-orienting strategy, and is 10. ____________
clearly the best way to manage your time.



VI. Reading Comprehension

Read the following passage and choose the best sentence from A to F below to fill in each of the gaps in the passage.

Time management gets a bad reputation when people teach time management as if humans were machines that could be programmed. _______ There are emergencies or more important matters that simply cannot be scheduled. Personal relations cannot be given a time allotment; you simply do not schedule your spouse or children for ten minutes in your calendar.

_______ Trying to time manage every minute of your workday is not only foolish; it also wastes an enormous amount of time. The clock was made for man, not man for the clock.

When properly done time management will save your time, maximize your efforts, and increase your performance. If it feels tedious to you then perhaps you are doing too much, the more detailed your system the more time it will take to manage and it will actually become a waste of time. _______ Everybody has the same amount of time in the day, and time is not money, it is better than money.

The primary tools for time management are a to-do list and a daily scheduler, if you look around you will see that almost all Star Achievers use these tools. Also make sure to have a monthly scheduler for appointments. _______ Don't write a to-do list for each day, just do a single to-do list and just keep on adding new items to it, and transferring items to your daily scheduler, and then to your done list. Use the editing functions of the computer, to avoid rewriting tasks or appointments.

Learn to avoid the chatterboxes and other people that waste your time. It is OK to talk to people and be friendly, indeed listening to others is a great way to build contacts for your network, but you cannot accomplish much by wasting your time gossiping with the motor mouths, or the person who has many emotional problems. _______

Don't go in person, save time by sending a letter, sending someone in your place, by using the telephone, the mail, the Internet; send e-mails or faxes. How about getting some time saving devices? With a little effort you can think of many ways to save time.

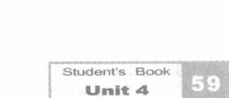
A. How about cutting some time from the TV; it has tons of commercials, bad shows, frequent reruns, and badly edited movies.
B. These three items should be kept together.
C. Humans are not machines that follow a series of steps in a robotic manner.
D. There should be a happy medium in time management.
E. Time management is about using your time better; it is a tool not a strait jacket.
F. Unless you are a minister or a counselor, learn to steer those people to get some professional help.



VII. Writing

Write a short passage according to the following schedule.

June 24 Monday	Go to Beijing by train, 8:15 a.m. Meet Mr. Green, his company, 10:00 a.m. Have lunch with him, Beijing Hotel, 12:00 a.m. Discuss the contract, his company, 2:00 p.m.
June 25 Tuesday	Fly to Shanghai, 8:15 a.m. Meet Mr. White, Peace Hotel, 2:00 p.m. Have dinner with him, Jinjiang Hotel, 5:00 p.m.
June 26 Wednesday	Meet Mr. Anderson, discuss plans about developing new products Lunch, Peace Hotel, 10:00–12:00 a.m. Go around the city in the afternoon
June 27 Thursday	Leave Shanghai Pudong Airport, 7:30 a.m. Back at home, 11:00 a.m.



Supplementary Reading

Time Flies When You're Having ... Fun

Deadlines. They strike fear into some, while others seem to blithely ignore them. What do they do to you? If you find yourself working through the night to finish an assignment that you could have prepared over a couple of weeks, or if you are constantly getting hassled from your tutors to hand in your overdue work, then you should read on ...

There will always be many things you want to do at university. Balancing your social life with study, and balancing the many extra-curricular activities available with essay and exam commitments, can be a challenge in itself. It is easy in a course with relatively few "contact" hours to see these few hours as the total of your academic week. Too often, however, a week or so away from the day an essay is due or an exam is scheduled, students are "surprised" to discover that they are not prepared. Provided you have nothing else to do that week, you may get through it. But life doesn't have to be such a series of small heart attacks.

Now let's debunk some of the myths, and outline some useful strategies for managing your time more effectively.

Myth No. 1: I work best under pressure.

Few people genuinely work "best" under pressure. Instead it is a case of finding it difficult to work at all without that pressure. This is one of the major issues confronted by students who come to university from a highly supervised secondary education; without teachers to hassle you constantly, it is easy to believe that there is no work to be done.

Planning ahead to allocate time in advance of deadlines doesn't mean sacrificing your social life (entirely). It does mean learning that a consistent

amount of work throughout the academic year (which, after all, is pretty short) will earn you better results than a few frantic weeks at the end of the semester. In fact, you need to start thinking of yourself as a professional already. It's now totally up to you to balance your study tasks (regular tasks and special assessment-related ones), work if you have it, social activities, family commitments, sports and leisure.

Myth No. 2: Deadlines just creep up and surprise me.

Except in the extremely unlikely case where a lecturer actively conceals the due date of an essay, there is no excuse for "forgetting" that an essay due date is coming up. Some students still cry "Nobody told me that ... " Well, it's up to you to find out what assessments you have and when they are due. Get into the habit of checking noticeboards and reading ALL of your class handouts.

Myth No. 3: I don't need a draft / plan.

It's tempting to tell yourself that you haven't got anything on paper because, well, you have it all worked out in your head and you'll be able to sit down and write the whole assignment on the night before it's due. At university, more than ever you'll find that a professional level of presentation is required, and that's impossible to do without at least one draft and a heap of high quality editing. Just getting the references right can take hours. And that goes double for the content of the essay: you'll need to draft your ideas and responses and work on them to ensure that your essay is well-structured, has good links between and within sections, has a good balance between references and originality, and so on.

Myth No. 4: Inspiration will come.

Perhaps inspiration will arrive, but it's unlikely that she will come along armed with all the references you should have read in the weeks before the due date. Start your investigations early — you can talk over the topics or the readings with friends or with a lecturer or tutor. You don't need to know exactly what you're going to say in the assignment when you start; it's meant

to be a developmental process during which your understanding of the issues and complexities grows along with your ability to discuss them in a well-presented essay.

Myth No. 5: I'll do it after X.

Students are the world's best procrastinators: some of them have worked it into an art form. Sometimes it's a sign of confusion about what is involved in the assignment itself, but usually procrastination is a kind of lazy habit. You may have been training yourself to perform only under extreme pressure (see Myth No. 1). There are better ways to live! You could even try doing something before X, or making sure X is timetabled sensibly into your week.



Notes

1. **strike fear into sb.** 使(某人)感到忧虑(或不安)
2. **extra-curricular activities** 课外活动
3. **tempting** /ˈtemptɪŋ/ *adj.* 引诱人的；吸引人的
4. **procrastinator** /prəʊˈkræstɪneɪtə/ *n.* 拖延者
5. **procrastination** /prəʊˌkræstɪˈneɪʃən/ *n.* 拖延，耽搁

I. Discuss the following question.

How do you understand the 5 myths?

II. Match each myth in Column A with its translation in Column B.

	Column A	Column B
( )	1. I work best under pressure.	A. I'm sure how to go about this essay.
( )	2. Deadlines just creep up and surprise me.	B. I don't think about essays or exams until I become overwhelmed by panic.
( )	3. I don't need a draft / plan.	C. I'm procrastinating (again).
( )	4. Inspiration will come.	D. I can't work unless there's a deadline looming like the sword of Damocles over my head.
( )	5. I'll do it after X.	E. I can't understand the topics and I don't know where to start.

III. "Students are the world's best procrastinators: some of them have worked it into an art form." How much do you agree with this?



Unit Five

Etiquette and Manners

Teaching Objectives

In this unit you will learn how to

- become aware of the basic principles of etiquette and manners;
- compare etiquette and manners in different countries and cultures;
- discuss the importance of etiquette and manners in social and business behavior;
- try to be a person displaying appropriate etiquette and manners.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. What are etiquette and manners according to your personal understanding?
2. What role do they play in social and business behavior?
3. Have you ever behaved inappropriately in certain circumstances which embarrassed you? How did you make up for that? Share your experiences with your classmates.



II. A Quiz on Etiquette

Perhaps you wouldn't make these mistakes, but you may fall prey to others. How's your etiquette know-how? Take this true-or-false quiz to find out.

1. It is appropriate to keep a double-breasted jacket open. ( )
2. If you are disconnected, it's the caller's responsibilities to redial. ( )
3. To signify that you do not want any more wine, turn your wine glass upside down. ( )
4. The following is a proper introduction: "Ms. Boss, I'd like you to meet our client, Mr. Smith." ( )
5. Bread should be cut into small pieces with a knife. ( )
6. You should choose your clothing according to the weather. ( )
7. "Dear Sir / Ms." should be avoided as a salutation. ( )
8. In handshaking, a man should wait for the woman to extend her hand. ( )
9. Photo-grey spectacles are a good choice because you don't need to carry two pairs. ( )
10. It is rude for a company to use an answering machine. ( )
11. Thank-you notes should be typed. ( )
12. In a modest restaurant, you can use your fingers to eat French fries. ( )
13. It's not acceptable to twirl your spaghetti against a spoon to gather the strands. ( )
14. When meeting a blind person who uses a Seeing Eye dog, it's polite to pet the dog. ( )
15. The best seating arrangement at a meeting for people with opposite points of view is to seat them across the table from each other. ( )



III. Quotations

Read the following quotations on etiquette and manners and exchange your understandings with your partners.

1. Manners maketh man.

— *William of Wykeham*

2. Good manners will open doors that the best education cannot.

— *Clarence Thomas*

3. To have respect for ourselves guides our morals; and to have deference for others governs our manners.

— *Lawrence Sterne*

4. Etiquette requires us to admire the human race.

— *Mark Twain*

Section 2

Text

Manners and Mannerism

In our own culture we are provided with a code for behavior. There is right and wrong, proper and improper, respectable and disrespectable. The code, taught by parents and teachers and confirmed by peers and contemporaries, covers not only basic values and beliefs, but correctness of comportment and attitudes in varying circumstances. The rules may or may not be enshrined in law, but in one's own society they may not be broken without censure or with impunity. Unless we are eccentric, we conform. At

comportment /kəm'pɔ:tmənt/ *n.* 举动，表现
censure /'senʃə/ *n.* 指责，责备
impunity /ɪm'pju:nətɪ/ *n.* （惩罚等的）免除
eccentric /ɪk'sentrɪk/ *adj.* （人、行为等）古怪的

home we know how to behave at table, at cocktail parties, in restaurants, at meetings and at a variety of social occasions. We are also fully cognizant of the particular taboos which our own culture imposes.

Comfortable Code

The well-brought-up citizen not only feels comfortable with the code, but in the main actually welcomes it. It is a familiar regulatory mechanism which stops people making fools of themselves or being considered outsiders. All societies have outsiders, of course, but most of us prefer to be insiders. Generally speaking, it is less hassle. A problem arises, however, when we go abroad. As a representative of our country, we would like to show what good manners we have. Unfortunately, what are good manners in one country can be eccentricity or downright bad manners in another, as anyone who blows their nose in a beautiful white handkerchief in front of a Japanese will soon find out. International travelers face a dilemma. Should they maintain their impeccable behavior from back home and risk inevitable faux pas, or should they imitate the people they visit and risk ridicule?

Unfortunately, there is no such thing as international etiquette. When someone begins to formulate an international code for correct behavior, they instinctively look to their own norms as being the logical, acceptable, inoffensive ones.

Manners in Society

Most cultures have an intricate set of rules governing general social behavior. These directives are referred to as "good manners" and are designed to help avoid the embarrassing pitfalls which lie in wait for the uninitiated.

Fortunately, manners are not what they used to be. In England they reached their peak of stringency in the days of Queen Victoria, when gentlemen wore hats just so they could take them off when meeting ladies on the street and inexperienced diners almost starved to death at table for fear of exhibiting

---

cognizant /ˈkɒgnɪzənt/ *adj.* 察知的；注意的
taboo /təˈbuː/ *n.* 禁忌，忌讳
hassle /ˈhæsl/ *n.* 问题；麻烦；激烈而持久的争论
dilemma /dɪˈlemə/ *n.* 窘境，困境，进退两难
impeccable /ɪmˈpekəbl/ *adj.* 无错误的；无瑕疵的
intricate /ˈɪntrɪkət/ *adj.* 错综复杂的
pitfall /ˈpɪtfɔːl/ *n.* 陷阱；隐藏的危险；易犯的错误
stringency /ˈstrɪndʒənsɪ/ *n.* 严格，严厉

inadequate etiquette. Alice Thomas Ellis recently reviewed a terrifying Victorian volume, *Manners and Tone of Good Society*, or *Solecisms to Be Avoided* (circa 1899), which devoted 22 pages to the etiquette of leaving cards and went on to detail suitable instructions for morning calls, introductions, titles, periods of mourning and five o'clock teas.

At the turn of the century, similar behavior was being advocated in Paris, Budapest, Vienna, St Petersburg and other fashionable metropolis. Good manners, invented by the upper class theoretically in the interests of smooth social intercourse, in fact developed into a repressive code which put people in their place. Happily, Americans resent being sorted out in this way and shortly afterwards invented bad manners, which saved us a lot of trouble. In this they were capably supported by the Canadians, with their disarmingly casual social graces, and particularly by the Australians, who, as we all know, don't give a XXXX about etiquette and generally behave as they please.

If someone of England's colonies scrapped the tenets of correct behavior held by the mother country, others imitated them well into the twentieth century. This was particularly true of India, where formality posture and flowery speech habits even today retain Victorian overtones. Also New Zealanders and many South Africans appear very polite to present-day English people, who, since the Second World War, have largely adopted easy-going American social attitudes.

The Anglo-Saxons, along with the Scandinavians, are probably the most informal societies in the late twentieth century. The Japanese leads the world in standards of politeness, while Asians in general display consistent courtesy to foreigners and to each other. In Europe social ease fluctuates from Spanish warmth and Italian flexibility to Swiss pedantry and German righteousness; the French are probably the most formal of Europeans.

The problems with observing the manners of others is not so much the degree of formality or informality to adopt (this can be quickly regulated) but to know what the manners are in certain regions. In Japan, for instance, the correct thing to do for a bereaved neighbor is to send them money in a

---

solecism /ˈsɒlɪsɪzəm/ *n.* 失礼；无礼
intercourse /ˈɪntəkɔːs/ *n.* 交际；往来；交流
repressive /rɪˈpresɪv/ *adj.* 抑制的，压制的
resent /rɪˈzent/ *vt.* 对…不满；怨恨
scrap /skræp/ *vt.* 废弃
tenet /ˈtenɪt/ *n.* 宗旨；原则
overtone /ˈəʊvətəʊn/ *n.* 弦外之音；暗示
pedantry /ˈpedəntrɪ/ *n.* 拘泥形式，墨守成规
righteousness /ˈraɪtʃəsnɪs/ *n.* 正直；正当；正义
bereaved /bɪˈriːvd/ *adj.* (新近)丧失亲人的

sealed envelope. This custom makes some westerners uncomfortable, but nevertheless has considerable merit. If the family is rich they send the money back, if they are poor they keep it for funeral expenses. What more practical way to help them in their misfortune? To complicate the situation, bereaved Japanese often send you and your wife gifts in appreciation of your gesture.



Notes

1. **faux pas** 有失检点的话(或行为)
   The term comes from French and literally means "false step". It refers to a violation of accepted, although unwritten, social rules. Faux pas vary widely from culture to culture and what is considered good manners in one culture can be considered a faux pas in another.

2. **Queen Victoria** 维多利亚女王
   Queen of Great Britain and Ireland (1837–1901) and Empress of India (1876–1901). Her sense of duty and strict moral code had great influence on 19th-century British society.

3. **Alice Thomas Ellis** 阿莉斯·托马斯·埃利斯
   Alice Thomas Ellis was known in the literary world under two names. As Alice Thomas Ellis, her pen name, she was a critically acclaimed novelist, whose fiction combined a sense of tragedy with black comedy; she was also a columnist for several years of the popular Home Life series in the *Spectator*, a weekly dispatch featuring domesticity on the edge of chaos.

4. ***Manners and Tone of Good Society*** 《上流社会的礼貌和气质》
   Also called *Solecisms to Be Avoided*, the book reveals the proper etiquette to be observed on every occasion. Not only are certain rules laid down and minutely explained but the most comprehensive instructions are given in each chapter respecting every form or phase of the subject.

5. **Budapest, Vienna, St Petersburg** 布达佩斯，维也纳，圣彼得堡
   The capital cities of Hungary, Austria and Russia respectively under the rein of Czar.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. What do the manners of a society include and how do they pass through one generation to another?

2. Can you make a list of countries or regions ranging from the one which emphasizes manners most to the one that is almost indifferent to them?

3. What is the best choice when confronting etiquette differences between different countries?



II. Listening Task

1. Listen to the first half of a dialogue and fill in the gaps.

American: The other night one of my Chinese friends treated me to dinner and he ______________ onto my plate with his own chopsticks. Though I found this________________, I ate the food__________________. Is this a common Chinese custom?

Chinese: People in China commonly eat together and share in all the dishes on the table and usually the host will serve you from some of the dishes himself to__________________. In formal dinners, there are always ____________________________ for this purpose, but the host still may use their own chopsticks. This should be taken as a sign of_____________________________. It is always polite to eat the food, but if you find this awkward, you may leave the food on the plate.

American: Oh, I see. So he regards me as a true friend.

Chinese: Yes.

American: While in western restaurants the diners generally have their own plate of food, in western homes it is ______________ for the family to still __________________.

Chinese: I think the Chinese style of eating together is _________________________. And you know, Chinese hosts tend to______________, for they will__________________ if all the food is consumed. When you have had enough, just say so. Or you will always______________________!

American: Thanks for reminding me!

2. Listen to the second half and discuss with your partner if we should mind the taboos about Chinese table manners.



III. Pair Work

Business and social etiquette can be tricky, and making the right moves can make a big difference. Take this quiz and see how you fare in the following business situations. After checking with the teacher, give yourself four points for each correct answer. Then share your answers with your partner.

1. Can I send an e-mail as a thank-you note after a lunch meeting?
   A. Sending an e-mail thank-you note is all that is expected.
   B. The hand-written note is always the best option.
   C. Just call ... it takes so much less time.
   D. No need to send an e-mail because it is only a lunch meeting.
2. You're at a dinner and champagne is served with the dessert. You simply can't drink champagne yet know the host will be offering a toast. You should ________
   A. tell the waiter "no champagne"
   B. turn over your glass
   C. ask the waiter to pour water into your champagne glass instead
   D. say nothing and allow the champagne to be poured
3. Should a man or a woman initiate a business handshake?
   A. Whoever arrived first should offer their hand.
   B. The most senior person by age should initiate handshakes.
   C. It does not matter — just do it!
   D. Whoever invited the guests should initiate handshakes.
4. At which hole is it appropriate to talk business when golfing with business associates?
   A. You should never talk business during golf.
   B. After the ninth hole.
   C. In the clubhouse before or after the round.
   D. Whenever your guest initiates the conversation, it's fair game.
5. When being introduced to a person who is blind, what should I do?
   A. Nothing — wait for the individual to offer their hand.
   B. Avoid handshaking — but say Hello!
   C. Touch their shoulder to indicate your presence and initiate a handshake.
   D. Say Hello and wait for the individual to offer their hand.

6. How soon does a person have to return business phone calls?
   A. Business calls should be returned within one hour.
   B. Call after hours and leave a voicemail.
   C. A maximum of seven days.
   D. Each person needs to establish their returning calls policy and consistently follow the standards which have been set.
7. If invited to a function where I will not know anyone except the guest of honor, who am I allowed to bring?
   A. No one, unless the invitation explicitly states "and guest".
   B. A friend or close colleague.
   C. A client who may know the guest of honor.
   D. If you are uncomfortable alone, don't attend. Send a note of regret.
8. At a business lunch who should pay the bill?
   A. Always split it down the middle.
   B. Whoever did the inviting should pay the bill.
   C. Whoever makes more money.
   D. Whoever is more insistent should get the bill and the other person should pay the tip.
9. You're at a table in a restaurant for a business dinner. Midway through the meal, you're called to the telephone. What do you do with your napkin?
   A. Take it with you.
   B. Fold and place it to the left of your plate.
   C. Loosely fold it and place it on the right side.
   D. Leave it on your chair.
10. You've forgotten a lunch with a business associate. You feel terrible and know he's furious. You should ________.
   A. write a letter of apology
   B. send flowers
   C. keep quiet and hope he forgets about it
   D. call and set up another appointment

32–40 points:	Congratulations! You're savvy and polite, and know how to make others feel comfortable and important.
24–32 points:	You're doing well, but you may miss a detail here and there. Take a little time to brush up.
16–24 points:	You may find yourself doing or saying the wrong thing too often. Observe the behavior of others and learn from it.
16 points or below:	A guide to business etiquette could help you considerably. Pick one up at your local library or bookstore.



IV. Case Study

Etiquette plays an important role in business transactions, especially at the beginning stage. Read the following cases and discuss the questions that follow each case.

Case 1

Ms. Youngson, head of a corporate sales division, sends her representatives out to solicit new Chinese and Japanese merchants in the city. Her crew is bright, outgoing, and effective. However, this time each one returns unsuccessful and dejected.

She asks them to review their procedures. They describe introducing themselves, sitting down, and getting down to business in order not to take up too much of their client's time. Some of them say that they place objects on or lean on the desk when talking.

Ms. Youngson cannot see anything wrong with their methods but realizes that something must be amiss. She must find out how to overcome the barriers that prevent success. She enrolls her representatives in sensitivity sales-training workshops for courting Asian customers, sponsored by a local university, and discovers many errors in the employees' procedures.

Questions for group discussion:

1. From a Chinese point of view, what kinds of mistakes have these sales representatives made? Discuss your answers within the group.

2. Can you give some recommendations to Ms.Youngson? Share your advice with the group members to see how many points you have come up with.

Case 2

An American businessman meets his Japanese partner for the first time. Here is the conversation between them.

American: I am very pleased to meet you, Mr. Sato.

(The American extends his hand for a handshake.)

Japanese: (extends his hand and shakes hands with a weak, limp grip) So pleased to meet you, Mr. Rogers.

American: This is my first time in Tokyo, and I look forward to our business association … Shall we begin our meeting?

Japanese: (puzzled) Excuse me. (reaches into card case and presents his card to Rogers) Here is my business card …

(Rogers takes out his wallet immediately and puts Sato's card in it after quickly glancing at both sides; he fumbles through his credit cards looking for a business card.)

American: I'm sure I have a card here … somewhere …

Japanese: (acting hurt) Do not go to any trouble …

American: (finds one) … Ah, here's a card …

(He hands Sato a bent card. Sato graciously accepts the card and reads it very carefully, and turns it over to its flip side and it is blank … he is puzzled …)

American: Is there something the matter?

(He sees that Sato is uncomfortable.)

Japanese: Not really.

American: Shall we begin our meeting?

Japanese: That would be very nice, but perhaps we can first speak about ourselves a little bit … such as our positions in the company?

American: Oh, sure …

(Sato has kept Rogers' card in front of him all this time, holds it with his two hands and keeps looking at it …)

Questions for group discussion:

1. Why does Mr. Sato feel puzzled when Mr. Rogers first suggests starting their meeting?

---

2. Do you think it is proper for Mr. Rogers to put Mr. Sato's business card into his wallet immediately? Why?

---

3. Why does Mr. Sato insist on introducing themselves with regard to the positions in the company, instead of beginning the meeting?



V. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " ✓ " in the blank.

Tipping can be such a minefield of error and embarrass	1. ________
that it is better to ask for foreign nationals on their ground what is	2. ________
the accepting custom. Suffice it to say that tips are awaited more	3. ________
anxiously by some waiters than others.	
The safest situation is service is included in the bill, al-	4. ________
though it is not usual for Latin waiters to expect an addi-	5. ________
tional sum with recognition of smart attention. There is no danger	6. ________
of having to pay for extra quick service in Eastern Europe.	
Elsewhere, alacrity of service vary enormously according to the	7. ________
establishment, but noticeably efficient in Portugal, Turkey, Australia,	8. ________
the USA and Switzerland. In most Asian countries the standard of the	
service is excellent, if you tip or not. In Japan and China tipping is not	9. ________
expected.	

In France waiters are being capable of throwing the tip on the floor if they consider it insufficient. 10. ____________



VI. Writing

Research the gift-giving practices of one of the following countries and make a brief report to the class: Japan, America, China, or such European countries as France, Germany, etc. Introduce appropriate and inappropriate gifts and other related information, such as gift presentation and reciprocation.

Section 4

Supplementary Reading

International Business Etiquette

Etiquette would not seem to play an important part in business, and yet no man can ever tell when its knowledge may be of advantage, or its lack may turn the scale against him.

— Emily Post, 1922

Although the face of business has changed drastically since 1922 when Emily Post wrote the words above, the secret power of etiquette is just as relevant today. Even in the US, where unspoken values about manners are nearly innate, it is frighteningly easy to offend. But overseas, where the proverbial scales may be calibrated in the metric system or may be spring loaded, you must be particularly attentive to etiquette, or risk unintentionally offending someone. With today's advanced communication technology and global marketplace, the workplace is becoming more international in nature, and local customs seem to have less sway. But the lightning speed of globalization can be deceptive — the office environment is thoroughly influenced by the local culture, even in multinational companies. Cultural differences manifest in all aspects of life overseas, but in a few areas they are especially pronounced. Throughout the world, attitudes about time management, personal space, gift giving, humor and food vary enormously. In order to make a good impression on a potential business partner overseas, it is critical to have some understanding of the way in which these topics are treated in the country. Below are a few tidbits about international business etiquette that illustrate some important differences in various areas of the world.

Business Card Protocol

Who could have imagined that so much decorum would surround such small pieces of paper? Before you set off to work overseas, make sure you

know the right way to slip someone a business card. In parts of the Middle East, you should never use your left hand when you offer someone a business card; while in many Asian countries, you should always use both hands. In Japan, China, Singapore and other Asian countries, you should spend several seconds studying any business card you are given, and you should never put the card in your pocket or write on it in the presence of the giver.

A Friendly Pat on the Head?

A pat on the head is not a particularly common business salutation; so, it's unlikely that you will feel the urge to greet your coworkers in such a manner. But, if you are ever tempted to pat someone on the head and you happen to be in Thailand, think twice. The gesture is a grave insult in the country where the top of the head is considered sacred.

Gift Giving

One of the most difficult aspects of working in another country is knowing when it is appropriate to give gifts and what is appropriate to give. In some countries, a gift is a necessary precursor to a business partnership that expresses a willingness to work together. In others, gift giving can be seen as ostentatious and inappropriate in certain circumstances.

Gifts are particularly important in Japan — but you should never give a Japanese company or individual a set of four or nine of anything, as these numbers are unlucky in Japanese culture. Around the world the wrapping can be just as important as the gift itself. In China, you should avoid wrapping gifts in white or green paper, as they are considered unlucky colors.

Gestures

Gestures vary greatly from country to country, and can easily be the source of slight misunderstanding or serious offences. In Bulgaria and Albania, the gestures are so confusing that they could make your head spin: Nodding your head means no, while shaking it means yes. In Iran, you can go ahead and cross your legs if you want to. But, be careful that the sole of your foot isn't facing

anyone, as this would be an insult.

Moving Towards a Global Etiquette

Wipul Nanayakkara, 33, is originally from Sri Lanka, but has worked in Switzerland, Malaysia and Italy, and has traveled throughout the world for business. He thinks that, of the indications of a more flexible office environment, "The most important is the attitude towards change. People are very, very resistant to change."

Regardless of the degree to which change is accepted in the country where you work, it is important to familiarize yourself with the fine points of the local business etiquette. Yet, if, for some reason you find that you have committed a seemingly dire offense, it may not be the end of the world — or even the interview, as this story illustrates.

Nanayakkara explains that in Sri Lanka, it is generally not acceptable to drink or smoke in front of your boss. But, he tells of his American friend, "a very outspoken type of guy", who had been working in Malaysia, and applied for a position at an investment firm in Sri Lanka. At the last round of the interview process, he was invited to a dinner with the nine other candidates. "Everyone at the dinner was offered a drink. Nobody would take one except him because he thought he wouldn't be selected anyway. So he took a drink, and he was selected." Evidently, some rules of office etiquette are open to change.



Notes

1. **decorum** /dɪˈkɔːrəm/ *n.* 得体；礼节，礼仪
2. **ostentatious** /ˌɒstenˈteɪʃəs/ *adj.* 炫耀的；卖弄的
3. **Bulgaria** /bʌlˈgeərɪə/ 保加利亚(欧洲巴尔干半岛东南部国家)
4. **Albania** /ælˈbeɪnɪə/ 阿尔巴尼亚(欧洲巴尔干半岛西南部国家)
5. **dire** /ˈdaɪə/ *adj.* 可怕的；预示灾难的，不祥的

I. Discuss the following questions.

1. What should we pay special attention to when coming to the etiquette of gift giving?

   ____

2. The same gesture can have completely different meanings in different countries. Can you explain to your classmates the different meanings of the following gestures?

   ____

3. What do you think is the underlying reason of moving towards a global etiquette?

   ____

II. Decide whether the following statements are true or false.

1. When you offer someone a business card, you should use your left hand in the Middle East and right hand in Asian countries. ( )
2. In China, you should not wrap gifts in white or green paper. ( )

3. Think twice before you pat someone on the head in Thailand. ( )
4. Rules of office etiquette seldom change as compared to those of social etiquette. ( )
5. Nodding your head means "no", while shaking it means "yes" can be true in some European countries. ( )



Unit Six

Organizational Culture

Teaching Objectives

In this unit you will learn how to

- understand the foundation of an organizational culture;
- explain the structure of organizational cultures and the role of communication in organizations;
- compare the characteristics of organizational cultures;
- discuss the importance of cultural synergy in an organizational culture.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. What is organizational culture? What is its role and function in an organization?
2. Why is organizational culture important and in what ways might it be viewed differently in various cultures?



II. Case Study

1. Listen to a case and discuss the following questions.

   (1) How would you diagnose the organizational problem in the case?
   (2) Whose opinions do you agree with more, the French students', the German students' or the British students'? Give your reasons for your choice.
   (3) If you don't agree with any of them, what recommendations can you make for solving the problem?

2. Fill in the following tables.

Problem: Two managers in a textile company were in conflict.

	Opinion	Reason
the marketing manager	He wanted to (1) ________ ________________ ________________ ________________.	If the company (2) ________ ________________, then they would (3)________________ ________________.
the production manager	He wanted the company to (4) ________________ ________________.	These (5) __________ orders were (6) ________________ ________________.

Diagnoses of the problem and recommendations for solving it.

	Diagnoses	Recommendations	Stevens' Observation
the French students	(7) ______________ ______________ had not resolved the conflict.	Take the problem to (8) ______________ who would (9) ______________.	They see organizations as (10) ________ of people with (11) ______ ________ on top.
the German students	The organization lacked (12) ________ ______________ ______________.	Develop (13) ________ ______________ ______________ ______________.	They see organizations as (14) ________ ______________ ______________.
the British students	The result of the poor (15) ______________ ______________ of the two managers.	Both managers be sent to (16) ______________ to improve their (17) ______________.	They see organizations as (18) ______________ in which people have to (19) ______________.



III. Quotations

Read the following quotations on organizational culture and exchange your understandings with your partners.

1. Organizational culture is an emerging and dynamic mixture that makes a particular organization "what it is".

   — *Anonymous*

2. Basically, organizational culture is the personality of the organization. Culture is comprised of the assumptions, values, norms and tangible signs (artifacts) of organization members and their behaviors.

   — *Carter McNamara, MBA, Ph.D.*

3. A positive organizational culture reinforces the core beliefs and behaviors that a leader desires while weakening the values and actions the leader rejects.

   — *Brenda Bertrand*

4. The relationship between organizational culture and outcomes will depend on the type of technology governing and the level of growth experienced by the firm in question.

   — *Cynthia Webster & D. S. Sundaram*

5. A leader's success will depend, to a great extent, upon understanding organizational culture.

   — *Edgar Schein*

Section 2

Text

What Is Organizational Culture?

The term *organizational culture* first appeared casually in English-language literature in the 1960s as a synonym of "climate". The equivalent *corporate culture*, coined in the 1970s, gained popularity after a book carrying this title, by Terrence Deal and Allan Kennedy, appeared in the USA in 1982. Since then, an extensive literature has developed on the topic, which has also reached other language areas, such as "企业文化" in Chinese.

If you are applying for a job with a foreign company or working for one, it is helpful to understand the characteristics of its organizational culture. Things that don't fit don't get processed. Every time an employee joins a new organization, he or she has to go through a socialization process that is like growing up in a society. Each employee has to learn all the meanings and behaviors — what is a good achievement, what isn't; whom to address a certain way and when; what to expect in a hundred different work experiences — in short, the organizational culture. As with national cultures, interviewers and managers often have difficulty describing their organizational culture because they take it for granted.

Organizational culture is thus defined as "the set of shared, taken-for-granted implicit assumptions that a group holds and that determines how it perceives, thinks about, and reacts to its various environments". This definition highlights three important characteristics of organizational culture. First, organizational culture is passed on to new employees through the process of socialization. Second, organizational culture influences our behavior at work.

---

synonym /ˈsɪnənɪm/ *n.* 同义词
fit /fɪt/ *vi.* 适应
process /ˈprəʊses/ *vt.* 对…进行加工；使接受处理
n. 过程，进程
go through 经历；经受

socialization /ˌsəʊʃəlaɪˈzeɪʃən/ *n.* 社会化
address /əˈdres/ *vt.* 向…讲话
assumption /əˈsʌmpʃən/ *n.* 假定，设想
highlight /ˈhaɪlaɪt/ *vt.* 使显著，使突出

Finally, organizational culture operates at two different levels. Each level varies in terms of outward visibility and resistance to change.

At the more visible level, culture represents artifacts. Artifacts consist of the physical manifestation of an organization's culture. Organizational examples include acronyms, matter of dress, awards, myths and stories told about the organization, published lists of values, observable rituals and ceremonies, special parking spaces, decorations, and so on. This level also includes visible behaviors exhibited by people and group. Artifacts are easier to change than the less visible aspects of organizational culture. At the less visible level, culture reflects the values and beliefs shared among organizational members. These values tend to persist over time and more resistant to change.

Each level of culture influences the other. For example, if a company truly values providing high-quality services, employees are more likely to adopt the behavior of responding faster to customer complaints. Similarly, causality can flow in the other direction. Employees can come to value high-quality service based on their experiences as they interact with customers.

When is an organization's culture most apparent? In addition to the physical artifacts of organizational culture, cultural assumptions assert themselves through socialization of new employees, subculture clashes, and top management behavior. Consider these three situations, for example: A newcomer who shows up late for an important meeting is told a story about someone who was fired for repeated tardiness. Conflict between product design engineers who emphasize a product's function and marketing specialists who demand a more stylish product reveals an underlying clash of subculture values. Top managers, through the behavior they model and the administrative and reward systems they create, prompt a significant improvement in the quality of a company's products.

A useful model for observing and interpreting organizational culture was developed by Vijay Sathe, a Harvard researcher (see the following figure). Four general manifestations or evidence of organizational culture in his model are shared things (objects), shared sayings (talk), shared doings (behavior), and shared feelings (emotion). One can begin collecting cultural information within the organization by asking, observing, reading, and feeling.

---

visibility /ˌvɪzɪˈbɪlətɪ/ *n.* 可见性；明显度
resistance /rɪˈzɪstəns/ *n.* 抵抗力；(物质的)耐力
artifact /ˈɑːtɪfækt/ *n.* (代表人类活动或习俗的)典型产物
causality /kɔːˈzælətɪ/ *n.* 因果关系
tardiness /ˈtɑːdɪnɪs/ *n.* 缓慢；迟

Content of Culture

Interpretations of Culture

Box	Contents
Culture	• important shared understandings
Interpret	• infer meanings
Generate	
Objects	• shared things
Talk	• shared sayings
Behavior	• shared doings
Emotion	• shared feelings
Receive	• ask • observe • read • feel

Manifestations of Culture

A Model for Observing and Interpreting General Manifestations of Organizational Culture



Notes

1. **organizational culture** 组织文化

   The definition of organizational culture in the text is given by E. H. Schein in his article "Culture: The Missing Concepts in Organization Studies", *Administrative Science Quarterly* (June 1996, p. 236).

2. **Terrence Deal and Allan Kennedy** 泰伦斯·狄尔和艾伦·肯尼迪

   Terrence Deal is the Irving R. Melbo Professor of Education at Rossier College, University of Southern California. Allan Kennedy is a Boston- and London-based writer and management consultant. Together, they are the authors of *Corporate Cultures*: *The Rites and Rituals of Corporate Life*, publish by Addison-Wesley Pub. Co. Reading in 1982.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. How do you understand the definition and the characteristics of organizational culture in the text?

---

2. How does organizational culture operate at both the more visible level and the less visible level? Give examples to support your explanation.

---

3. What can we learn from the Model for Observing and Interpreting General Manifestations of Organizational Culture?



II. Listening Task

1. Listen to a talk and fill in the gaps.

Stevens' observations of his students' preferences for how to solve organizational problems can be explained by combining the country scores on the Power Distance Index and the Uncertainty Avoidance Index.

Pyramids

In countries with ______ power distance and _______ uncertainty avoidance, people like ________ and __________ to be concentrated in _____ person and they like activities to___ _________. A country with this combination of values is France, but this organization type might also be found in countries with __________________ of power distance and uncertainty avoidance scores. This group of countries includes _______________________________ ______. In Japan it is not formal rules, but informal rules in the form of _________________ _____ of doing things that define the structure.

Machines

In countries with _______ power distance and _______ uncertainty avoidance, people prefer to structure activities without ____________________ at the top of the organization. They want their organizations to run like __________________. They want everyone to know what they should do without having to take orders from___________________. __________ is a good example of a country in this group. German organizations may be more structured than most, but we would also expect to find similar organizations in ___________________________ if scores on the value dimensions are _______________ of organizational forms and styles.

Markets

Countries with _______ uncertainty avoidance and _______ power distances prefer organizations that resemble_____________. The _________ is not as clearly defined and the _________ ________________ between people at various levels are small. People________________ and generally_________ problems as they arise. Good relationship skills are ________ for managers in this type of organization. Hofstede cites Great Britain as an example, but _______________ _______ and, to a lesser extent, ____ also fit into this group of countries.

Families

Countries and regions rooted in ______________ tend to combine______ power distance and______ uncertainty avoidance. People in other Asian countries such as _________________ show similar patterns. In these places the preferred organizational form is _____________ and a rather ____________. The very powerful owner-manager operates like the _________________ of an extended family. The boss _______________ and his policy _______________ over formal procedures. Employees at lower levels in the organization may have ______________________ and good ideas about how something could be improved, but they will not _________ the boss.

2. Divide the class into groups of four students, and each student stands for one of the four types of organizational culture. Present to the group the advantages of the type you stand for, and then argue against the other types. Use examples to support your argument.

3. Work in groups to create an integrated model of more effective organizational culture in modern China and ask one representative to give a report to the whole class. The following figure might be helpful to summarize the characteristics of organizational cultures according to the country scores on the Power Distance Index and the Uncertainty Avoidance Index.

Loose Structure
Weak Uncertainty Avoidance

small power distance
equality

Great Britain	**China**
MARKET flat structure collaborate, negotiate support services	FAMILY simple structure direct supervisor the top
MACHINE bureaucracy standardize rules focus on workers	PYRAMID bureaucracy standardize process ideas from experts
Germany	**France**

hierarchy
large power distance

Tight Structure
Strong Uncertainty Avoidance



III. Group Work

Read the following descriptions of the Ritz-Carlton and McDonald's organizational culture. Discuss the questions that follow each description, trying to identify the manifestations of organizational culture by using the model presented in the text.

Ritz-Carlton

The Ritz-Carlton has created "a climate and culture that allows them to succeed as an ever-expanding, upscale hotel chain in a very competitive market. At Ritz-Carlton, each hotel employee is part of a team whose members are empowered to do whatever it takes to satisfy a

customer. These employees are guided by a credo, called the "Gold Standards", that specifies desired behaviors. More importantly, there are policies, practices, procedures, and routines designed to support and reward employees engaging in these desired behaviors. Ritz-Carlton makes every employee feel like a valued person. The employee motto is "We are ladies and gentlemen serving ladies and gentlemen." Guests and employees alike are treated the right way; there are no mixed messages in Ritz-Carlton's climate and culture.

McDonald's

McDonald's vision is to provide customers with quality, service, convenience, and value (QSCV). Ray Kroc, the founder, wanted a restaurant system known for its consistently high quality and uniform methods of preparation. He created Hamburger University, which offers a degree in Hamburgerology, to help create this culture. Franchisees, managers, and assistant managers are indoctrinated into McDonald's culture and associated policies and procedures meticulously spell out desired employee behaviors and job responsibilities. For example, they specify how often the bathroom should be cleaned and what color of nail polish to wear. McDonald's culture is reinforced by using contests and ceremonies to reward those franchisees who best meet their goals. McDonald's recently implemented a set of business practices known as Franchising 2000. Two key components are as follows: franchisees must submit annual financial goals for approval, and a single pricing strategy is established for all products. Franchisees who fail to adhere to the policies and procedures risk losing their franchises when they expire. McDonald's likes to hire executives who have strong traditional values such as loyalty, dedication, and service.

Questions for group discussion:

1. Identify the shared things, sayings, doings, and feelings at both the Ritz-Carlton and McDonald's.

____

2. Which organization is based more on control and / or competition?

____



IV. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " √ " in the blank.

Organizational values, beliefs and attitudes constitute of the foundation of an organization's culture. They also play a key role in influencing ethic behavior. It is important to distinguish between values that are espoused versus that are enacted.

Espoused values represent the explicit stated values and norms that are prefered by an organization. They are generally established by the founder of a new or small company and the top management team in a large organization. Enacted values, on the other hand, represent the values and norms that actually are exhibited or converted into employee behavior.

Let us consider the difference between these two types of values. A company might espouse that it values integrity. If employers display integrity by following through on their commitments, then the espoused value is enacting and individual behavior is being influenced by the value of integrity. In contrast, if employees do not follow through on their commitment, then the value of integrity is simply a "state" aspiration that does not influence behavior. The gap between espoused and enacted values is important because it can significantly influence an organization's culture and employee attitudes.

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________



V. Reading Comprehension

Read the following passage and choose the best sentence from A to E below to fill in each of the gaps in the passage.

Organizational or corporate cultures are a phenomenon *per se,* different in many respects from a nation. _______ An organization is a social system of a different nature than a nation. Then, to what extent are the values, attitudes, and patterns of behavior that managers and other employees display in an organization rooted in their national cultural background? _______

Organizations are not like national cultures in some important respects. _______ However,

despite the limitations of using the concept of culture to describe organizations, it does encourage us to see organizations as a whole. Using the concept of culture directs our attention to the out-of-awareness or less obvious characteristics of organizational life.

_______ Japan's Toyota and Nissan companies are in many ways different from Germany's Volkswagen and France's Renault manufacturers. There are some characteristics that Toyota and Nissan have which betray their "Japaneseness": harmonious industrial relations, company-based trade unions, quality circles, just-in-time and so forth. We see the first of these management practices in the German company as well, but not the others, certainly not to the same extent. _______ The fact that not all companies in the same country look alike or behave alike says something about their uniqueness, about their own specific organizational culture. Just as each individual member of a society shares some characteristics in common with others in the society and yet retains unique personal traits, each individual organization has its own unique culture and "personality", while at the same time it shares many characteristics in common with all other organizations in the country as a whole.

A. But these differences could also be attributed to these specific companies.
B. People usually have a choice about joining them during the hours of work.
C. And to what extent to their organizational culture?
D. A nation is not an organization.
E. At a general level, it is possible to discern differences between organizations around the world which are compatible with their home-country characteristics.



VI. Writing

Below is a list of 11 goals potentially attainable in the workplace. In terms of your own personal preferences, rank the goals from 1 to 11 (1 = most important; 11 = least important). After you have ranked all 11 work goals, compare your list with the national samples under the heading "Survey Results". Then write a short passage to answer the question: Which national profile of work goals most closely matches your own? (Please complete your ranking now, before looking at the national samples.)

Work Goals	Rank
a lot of opportunities to learn new things	( )
good interpersonal relations (supervisors, co-workers)	( )
good opportunity for upgrading or promotion	( )

convenient work hours ( )
a lot of variety ( )
interesting work (work that you really like) ( )
good job security ( )
a good match between your job requirements and your abilities and experience ( )
good pay ( )
good physical working conditions (such as light, temperature, cleanliness) ( )
a lot of autonomy (you decide how to do your work) ( )

Survey Results Ranking of Work Goals by Countries

Work Goals	USA	Britain	Germany	Japan
interesting work	1	1	3	2
pay	2	2	1	5
job security	3	3	2	4
match between person and job	4	6	5	1
opportunity to learn	5	8	9	7
variety	6	7	6 (tie)	9
interpersonal relations	7	4	4	6
autonomy	8	10	8	3
convenient work hours	9	5	6 (tie)	8
opportunity for promotion	10	11	10	11
working conditions	11	9	11	10

Section 4

Supplementary Reading

The Cultural Synergy Model

There are two basic ways to approach the interaction between different and distinct organizational cultures. One is by using a cultural dominance model, by which one cultural system dominates the other within the company, using the organization structure and management techniques of the dominant culture. The other approach is called the Cultural Synergy Model. In this model, the culturally synergistic organization takes the best of each culture and they are melted together without infringing on the other. With this diversity and respect for each culture, the organizational leaders can then solve problems synergistically.

The example of Shanghai General Motors is a good illustration of the importance of cultural synergy — where mutual trust, respect and mutual obligation must be established.

Shanghai General Motors (SGM) is a joint venture between Shanghai Automotive Industrial Corporation and US General Motors, with each investing $1.5 billion. Since the establishment in 1997, SGM has set up more than 57 ventures with 11 countries and regions, such as Germany, the United States, Japan and so on. Owing to its springy management that is well adjusted to the trend towards globalization, SGM has gained such a good

momentum that it has become the forerunner of China's automobile industry. At the very beginning, both sides were cautious about China and the USA being of different cultures, and aware that a common concept needed be built up as the basis for future cooperation. Through negotiation, the concept of "4S" has been developed, a set of cooperative values agreed by both parties. Unique to SGM, the "4S" set of values have been generating most satisfying results.

Each "S" represents the first initial of a word or a sentence: The first "S" stands for "Study and Understanding"; each partner must study the other's culture, understand the other partner's way of doing things, benefit from each other and gain mutual understanding and support. The second "S" stands for "SGM", with the interests of "SGM" as its top priority in making decisions with fairness and a long-term commitment. On the basis of mutual benefits, both parties have learnt to compromise rather than hold tight their ground. In this way, disputes and conflicts are easier to cope with. The third "S" represents "Standardization"; each must abide by the regulations, rules and management systems, which are based on both overseas conventions and domestic traditions. The fourth "S" is "Spring"; flexibility is valued and stubbornness is frowned upon; a positive attitude should be adopted, guided by pragmatism rather than ideology.

The success of SGM first lies in the combination of conservative and innovative values. Chinese companies are traditionally conservative in wishing to maintain what has been achieved; and American companies are innovative, striving for improved results in the future. Companies representing these two cultures will take on different looks. Aware of the advantages of being "conservative" and "innovative", the cooperating parties uphold a guiding principle of gaining momentum while maintaining company stability. Under the guidance of this principle, American managers in Shanghai General Motors are engaged in framing future plans, while the Chinese managers are in charge of the concurrent running of the plant. This approach provides for a win-win situation for both partners.

Joint efforts made on the basis of both teamwork spirit and individual responsibility also contribute to the success of the merger. When Shanghai General Motors launched the merger project with the American automakers, the major task was not in making a choice between teamwork and individual responsibility, because neither has an advantage over the other. The question

was how to combine the merits of the two. On this basis, an agreement was reached. As for the workers on the assembly line, the principle of individual responsibility has been adopted in order to raise each worker's aspirations; and for each workshop, group work is emphasized to encourage competition. At the management level, directors are responsible for their own divisions and are entitled to make their own decisions. Every member of Shanghai General Motors is armed with the sense of "one is unique in my position" (individual responsibility) and the sense of "one is not unique without others" (teamwork spirit). In this case, neither Culture A (Chinese culture) nor Culture B (American culture) dominates Culture C (SGM culture). Instead, Culture C determines the sets of shared norms and basic assumptions of people from Culture A and Culture B, that is to say, people from different cultural backgrounds must adjust to each other with a commitment towards striving for balance and comfort in communicating with each other.

So the lesson to be learned is that a successful and effective international corporation must take the initiative to foster Culture C. With its combined core values, and cultural synergy as its organizational basis, the new joint venture has a better chance to succeed.



Notes

1. **synergy** /ˈsɪnədʒɪ/ *n.* （协同作用产生的）增效
2. **infringe** /ɪnˈfrɪndʒ/ *vi.* 侵犯，侵害
3. **Shanghai General Motors** 上海通用汽车公司
4. **Shanghai Automotive Industrial Corporation** 上海汽车工业公司
5. **US General Motors** 美国通用汽车公司
6. **springy** /ˈsprɪŋɪ/ *adj.* 有弹性的，有弹力的
7. **momentum** /məʊˈmentəm/ *n.* 势头；动力
8. **abide** /əˈbaɪd/ *vi.* 遵守（法律、决定等）；信守（诺言等）
9. **adjust** /əˈdʒʌst/ *vi.* 适应

I. Discuss the following questions.

1. What are the main differences between American organizational culture and the Chinese one? You can cite other examples such as IBM and the Haier Group to support your answer.

2. Can you cite more recent cases of acquisition and synergy between Chinese and foreign corporations? What recommendations can you make to Chinese corporations for their future synergy?

II. Match each "S" in Column A with its explanation in Column B.

	Column A	Column B
( )	1. "Standardization"	A. Each partner must study the other's culture, understand the other partner's way of doing things, benefit from each other and gain mutual understanding and support.
( )	2. "Study and Understanding"	B. On the basis of mutual benefits, both parties have learnt to compromise rather than hold tight their ground. In this way, disputes and conflicts are easier to cope with.
( )	3. "Spring"	C. Each must abide by the regulations, rules and management systems, which are based on both overseas conventions and domestic traditions.
( )	4. "SGM"	D. Flexibility is valued and stubbornness is devalued; take a positive attitude; be pragmatic rather than ideological.

III. How do you understand the "4S" practice in SGM's joint venture? Why is it most difficult to achieve the Cultural Synergy Model? What can we learn from Shanghai General Motors?

Unit Seven

Friendship Building

Teaching Objectives

In this unit you will learn how to

- define friendships and realize the importance of friendships in one's life;
- identify common features of friendship;
- be aware of the cultural impact on friends and friendships;
- explore the development and rules of friendship, as well as guidelines for effective communication between friends.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. In your country, where, when, or how did you first meet most of your friends?
2. How many years have you known your closest friends?
3. Are most of your close friends the same sex as you or the opposite sex? Are friendships between people of the opposite sex different from friendships between people of the same sex? If so, how?
4. Have you ever lost a friend? What reasons do friends usually terminate their relationships?
5. How to grow a friend? According to your own experience, when do you think is the best time to grow a best friend?



II. Discussion

1. Think about your close friends and respond to the following questions by rating the degree of importance in the following scale.

   5 — very important   4 — mostly important   3 — neither important nor unimportant
   2 — mostly unimportant   1 — not important at all

   How important are friends in your life? ( )
   How important is it for friends to accept each other? ( )
   How important is it for friends to trust each other? ( )
   How important is it for friends to feel emotionally close to each other? ( )
   How important is it for friends to provide companionship in doing activities? ( )
   How important is it for friends to give each other practical assistance? ( )

2. Friendship is universal. There are qualities we all admire in friends, and things all of us would do for friends. How important are the qualities of your friends in the list below? Rate the degree of

importance in the same scale as that in the above exercise.

A friend is

- someone to go to the movies with. ( )
- someone to play tennis with. ( )
- someone to share leisure interests with. ( )
- someone to rely on when you are in trouble. ( )
- someone who helps you a lot. ( )
- someone who can talk easily on a wide variety of subjects. ( )
- someone you can talk to and work with. ( )
- someone who is honest. ( )
- someone who is interesting. ( )
- someone you can count on. ( )
- someone you admire very much. ( )
- someone who likes you but you don't like him / her. ( )
- someone who is generous. ( )
- someone who is good-natured. ( )
- someone who is always well-intentioned. ( )
- someone who is critical of you. ( )
- someone who is independent. ( )
- someone who respects you. ( )



III. Quotations

Read the following quotations on friendship and exchange your understandings with your partners.

1. A life without a friend is a life without a sun.

   — *French Proverb*

2. A man who has friends must show himself friendly.

   — *English Proverb*

3. A friend in need is a friend indeed.

   — *English Proverb*

4. A hedge between keeps friendship green.

   — *English Proverb*

5. Be slow in choosing a friend; slower in changing.

   — *Benjamin Franklin*

Section 2

Text

The Rich Rewards of Friendship

Have you ever wondered at the way certain people are able to draw others to them and gain the admiration and affection of friends? Some people with average looks attract the opposite sex like iron shavings to a magnet. Business executives who may not appear very successful sometimes move in an extensive network of loyal friends.

Such people may or may not be wealthy; they may or may not have high intelligence or expensive educations. But somewhere in their personalities is an ingredient causing them to be respected and admired. It is the friendship factor.

Friendship: A Valuable Commodity

In his book *The Broken Heart*, Dr. James J. Lynch shows that lonely people live significantly shorter than the general population. Lynch, who is a specialist in psychosomatic disease, cites a wealth of statistics to demonstrate the unhealthy aspects of isolation and the magic power of human contact.

Even viewed from a financial perspective, our friendships are our most valuable commodity. Studies at the Carnegie Institute of Technology reveal that even in such fields as engineering, about 15% of one's financial success is due to one's technical knowledge and about 85% is due to skill in human engineering — to personality and the ability to lead people.

Dr. William Menninger has found that when people are discharged from

---

ingredient /ɪnˈgriːdjənt/ *n.* 要素，因素

psychosomatic /ˌsaɪkəʊsəˈmætɪk/ *adj.* 心身的，身心的；身心失调的

wealth /welθ/ *n.* 丰富，大量

discharge /dɪsˈtʃɑːdʒ/ *vt.* 解雇

their jobs in industry, social incompetence accounts for 60 to 80% of the failures. Only 20 to 40% are due to technical incompetence.

Your Past Failures at Relating Need Not Be Repeated

Lincoln considered himself to be a dismal flop with people in his early years. Proposing to Mary Owens in 1837, he added gloomily, "My opinion is that you had better not do it." And after Miss Owens had turned him down, Lincoln wrote to a friend, "I have now come to the conclusion never again to think of marrying and for this reason — I can never be satisfied with anyone who would be blockhead enough to have me."

Yet that man went on to master the art of dealing with people. When Lincoln drew his last breath, Secretary of War Stanton — once his livid enemy — said, "Now he belongs to the ages."

If we require further proof that we can learn to love and be loved, we can look at the life of Benjamin Franklin. As ambassador to France, he was the most sought-after man in Paris. But was Franklin always that popular? Hardly. In his autobiography he described himself as a blundering young man — uncouth and unattractive. In Philadelphia one day an old Quaker friend took young Franklin aside and lashed him with these words: "Ben, you are impossible. Your opinions have a slap in them for everyone who differs with you. They have become so expensive nobody cares for them. Your friends find they enjoy themselves better when you are not around."

One of the finest things we know about Franklin is the way he accepted that smarting rebuke. He was wise enough to realize that he was heading for failure and social disaster, and by applying himself to the laws of friendship, he

---

incompetence /ɪn'kɒmpɪtəns/ *n.* 不胜任；不适合
dismal /'dɪzməl/ *adj.* 沉闷无趣的
flop /flɒp/ *n.* 大失败
propose /prə'pəuz/ *vi.* 求婚
gloomily /'gluːmɪlɪ/ *adv.* 悲观地，无望地
blockhead /'blɒkhed/ *n.* 傻瓜，笨蛋
livid /'lɪvɪd/ *adj.* 大怒的
ambassador /æm'bæsədə/ *n.* 大使
sought-after /'sɔːtˌɑːftə/ *adj.* 受欢迎的，很吃香的
blundering /'blʌndərɪŋ/ *adj.* 笨拙的；粗率的
uncouth /ˌʌn'kuːθ/ *adj.* （人、行为等）笨拙的；粗野的
Philadelphia /ˌfɪlə'delfɪə/ *n.* 费城（美国港市）
Quaker /'kweɪkə/ *n.* （基督教）贵格会教徒，公谊会教徒
lash /læʃ/ *vt.* 痛斥
slap /slæp/ *n.* 侮辱；（对自尊心等的）伤害
rebuke /rɪ'bjuːk/ *n.* 指责；训斥
head /hed/ *vi.* （向特定方向）出发，动身

turned himself completely around.

Too Few and Too Many Friends

Dr. Stephen Johnson suggests asking yourself the following questions about your relationships:

- Do you have at least one person nearby whom you can call on in times of personal distress?
- Do you have several people whom you can visit with little advance warning without apology?
- Do you have several people with whom you can share recreational activities?
- Do you have people who will lend you money if you need it, or those who will care for you in practical ways if the need arises?

If your response to Johnson's questions is largely negative, it may be that your friendships are being impeded by your social life! Some people immerse themselves in such a whirl of parties and social affairs that there is no opportunity to establish a close relationship. The fact of the matter is that one cannot have a profound connection with more than a few people. Time prohibits it. Deep friendship requires cultivation over the years — evenings before the fire, long walks together, and lots of time for talk. It requires keeping the television off so that the two of you can log in with each other. If your social calendar is too full to provide for such intimate bonding, it should be pared down. "True happiness," said Ben Jonson, "consists not in the multitude of friends, but in the worth and choice."

Some people get a strong sense of togetherness from being in large groups of people, but getting close to a few people is more important than being popular enough to receive 400 Christmas cards every year.

---

turn around (使)转变；(使)好转
recreational /ˌrekrɪˈeɪʃənəl/ *adj.* 消遣的，娱乐的
impede /ɪmˈpiːd/ *vt.* 妨碍，阻碍
immerse /ɪˈmɜːs/ *vt.* 使沉浸于；使专心于
whirl /hwɜːl/ *n.* 接连不断的活动；繁忙
prohibit /prəˈhɪbɪt/ *vt.* 禁止；阻止
cultivation /ˌkʌltɪˈveɪʃən/ *n.* 培养
bonding /ˈbɒndɪŋ/ *n.* (家庭成员或朋友间)亲密关系的形成
pare /peə/ *vt.* (逐渐)削减，缩减
multitude /ˈmʌltɪtjuːd/ *n.* 众多，大量

A Surefire Way to Draw People Close

A famous psychiatrist was leading a symposium on methods of getting patients to open themselves. The psychiatrist challenged his colleagues with a blatant boast, "I'll wager that my technique will enable me to get a new patient to talk about the most private things during the first session without my having to ask a question." What was his magic formula? Simply this: He began the session by revealing to the patient something personal about himself — a secret with which the patient might damage the doctor by breaking the confidence. However questionable we may regard the doctor's manipulation, it had its desired effect: It released the patient to talk.

The same principle applies to all human relationships. If you will dare to take the initiative in self revelation, the other person is much more likely to reveal secrets to you. There is no substitute for transparency in drawing out the beloved.

A simple and unpretentious man, Dr. Paul Tournier obviously has a great gift for healing. What is his secret?

He points to a significant turning point in his career. While practicing as an internist in Geneva, he attended a small meeting in a home where people were simply being themselves, sharing deeply their hurts, joys, sins and excesses. Although he had been a religious man before, Tournier says that in this climate he was spiritually transformed. When he returned to his medical practice, he found people opening up to him. Instead of talking only about their physical symptoms, patients began to talk about their lives.

And why were they able to open themselves to him? Because he had become a remarkably open person himself, and openness elicits openness.

---

psychiatrist /saɪ'kaɪətrɪst/ *n.* 精神病医生；精神病学家

symposium /sɪm'pəʊzɪəm/ *n.* 专题讨论会；座谈会

blatant /'bleɪtənt/ *adj.* 炫耀的；极明显的；公然的

wager /'weɪdʒə/ *vt.* 同…打赌；保证

manipulation /məˌnɪpjʊ'leɪʃən/ *n.* (熟练的)操作；操纵；控制

take the initiative 首先采取行动，采取主动

transparency /træns'pærənsɪ/ *n.* 透明(性)；透明度

unpretentious /ˌʌnprɪ'tenʃəs/ *adj.* 不夸耀的；谦逊的

internist /ɪn'tɜːnɪst/ *n.* 内科医生

Geneva /dʒɪ'niːvə/ *n.* 日内瓦(瑞士城市)

symptom /'sɪmptəm/ *n.* 症状；征兆

elicit /ɪ'lɪsɪt/ *vt.* 得出，引出(真理等)；诱出(回答等)



Notes

1. ***The Broken Heart*** **and its author Dr. James J. Lynch** 《破碎的心》和该书作者詹姆斯·J·林奇博士

   Dr. James J. Lynch is a board member of The American Institute of Stress, on the staff of the Cardiovascular Rehabilitation Program at Lifebridge Health, and Director of the Life Care Health Centre in Baltimore, Maryland, USA. In 1977, he became the first to document how loneliness contributed to all forms of premature death, especially from heart disease. His much publicized and oft-cited best-seller, *The Broken Heart: The Medical Consequences of Loneliness*, caused a social and medical stir both wide and deep, and was translated into 10 languages. Dr. James Lynch is held by many leading medical experts around the world as a pioneer and visionary in the field of mind / body / interpersonal health.

2. **Carnegie Institute of Technology** 卡耐基技术研究所

   The Carnegie Institute of Technology, the predecessor to Carnegie Mellon University, was founded in 1900 by Andrew Carnegie as the Carnegie Technical Schools. His stated intention was to build a "first-class technical school" in Pittsburgh, Pennsylvania for the children of local steel mill workers. In about a century, it has expanded from four small programs to become Carnegie Mellon University. Carnegie Mellon's college of engineering took on the name of Carnegie Institute of Technology. The name is still in use today.

3. **Secretary of War Stanton** 美国陆军部长斯坦顿

   Edwin McMasters Stanton (December 19, 1814 – December 24, 1869) was an American lawyer, politician, United States Attorney General in 1860–1861 and Secretary of War through most of the American Civil War and Reconstruction era.

4. **Ben Jonson** 本·约翰逊

   Ben Jonson (circa June 11, 1572 – August 6, 1637) was an English Renaissance dramatist, poet and actor. He is best known for his plays *Volpone* and *The Alchemist* and his lyric poems. A man of vast reading and a seemingly insatiable appetite for controversy, Jonson had an unparalleled breadth of influence on Jacobean and Caroline playwrights and poets.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. According to the text, what should we concentrate on when making friends? Do you agree with the author?

____

2. Which point from the text impresses you most deeply? Illustrate it with examples of your own.

____

3. What important implications can you draw from the text?

____



II. Listening Task

1. Read the following passage before listening to a conversation and fill in the gaps.

Bart and Sean have been friends and co-workers at Capital Bank for 10 years. Over the years, they've been through a lot together, including Bart's divorce 3 years after they met and Sean's wedding, where Bart was his best man. They've kept each other informed about other employees and about everyday office gossip. Both Bart and Sean felt that their friendship was solid until Sean got promoted 2 months ago. The promotion made Sean Bart's boss, although both of them try to minimize that. But Bart feels that Sean doesn't share information about Capital with him anymore, and he won't talk about other employees the way they used to. Sean feels he can't talk about work topics with Barn because it would be unfair to Bart's peers, who

are also under his supervision. Sean also misses the closeness he and Barn had for so long. He wishes there were a way to keep the friendship as it was but to separate it from their work relationship.

Bart: So I heard that Jack ____________ by Jefferson Financial. What's the story?

Sean: I don't know the details on that.

Bart: I mean, is Capital going to ____________ to keep Jack?

Sean: (silent)

Bart: Because a lot of us would be upset if he got a raise and we didn't. It would be like encouraging us to ____________ just to get a counter-offer.

Sean: Hey look, you know that it's not Capital's policy to make counter-offers to ____________ ____________.

Bart: Well, sure, I know the official policy. I also know ____________ it when they want to keep someone who has a good offer. I just want to know where Jack ________.

Sean: I can't talk to you about that, Bart, you know that.

Bart: Damn it, Sean, you can trust me. ______________ is going any further. I just want to know myself.

Sean: Well, what about all the other managers who are not my best friend? How is it fair to them?

Bart: Best friend? You could ____________. I thought best friends told each other things.

Sean: Look, when are you going to realize that ________________ there's just some things that I can't talk to you about? It's impossible. For instance, this situation that you're talking about with Jack, it's ____________________ between the two of us. I can't talk to you about anything right now.

2. Answer the following questions.

(1) What relational dialectics do you see operating in the friendship between Bart and Sean?

____

(2) How is the trust between Bart and Sean affected by the changes in their relationship? In what ways might each man feel less able to trust the other?

____

(3) If you could rewrite the conversation between Bart and Sean, how would you revise it? What would you want to happen that isn't happening? What that is happening would you

want not to happen?

(4) Can you envision ways in which Sean's ideal scenario might be realized, so that he and Bart could stay close friends and keep the friendship separate from their working relationship?



III. Pair Work

Answer the following questions about how you experience and express closeness with friends and exchange your ideas with your partner.

With your closest or best friends, how often do you

- talk about family problems?
- exchange favors (provide transportation, lend money)?
- engage in sports (play tennis, skating, and so forth)?
- try to take their minds off problems with diversions?
- disclose your personal anxieties and fears?
- talk about your romantic relationships and family relationships?
- do things together (camp, go to a game, shop)?
- confide secrets you wouldn't want others to know?
- just hang out without a lot of conversation?
- talk about small events in your day-to-day life?
- provide practical assistance to help friends?
- talk explicitly about your feelings for each other?
- discuss and work through tensions in your friendship?
- physically embrace or touch to show affection?
- ignore or work around problems in the friendship?



IV. Case Study

Read the following cases and discuss the questions that follow each case.

Case 1

What Is True Friendship?

Yang Ruifang worked as a secretary in an Australian company in Melbourne. She became friendly with one of the Australian secretaries, a woman named Cathy Lane. The two usually ate lunch together and Yang Ruifang often asked Cathy for advice on problems she faced adjusting to Australian society. Cathy gave her a lot of advice and helped her move from one apartment to another. Cathy went with Yang Ruifang to the Immigration Bureau several times to help sort out some problems. Yang Ruifang visited Cathy several times at home but did not invite Cathy to her apartment because she shared it with four other people. If they did not see each other over the weekend, they usually talked on the telephone. As Yang Ruifang was also preparing to take an English test, she was able to get a lot of help with English in this way.

However, something seemed to be going wrong. Cathy seemed to be getting impatient, even a little cold. She started going out by herself at lunchtime instead of eating with Yang, and seemed reluctant to answer questions. Yang Ruifang was puzzled. She couldn't imagine what the problem was.

Questions for group discussion:

1. What was Yang Ruifang doing that made Cathy decide that the relationship was not a true friendship?
2. Why did Yang Ruifang think the relationship was developing well?
3. From this case, what do you think Australians and other Westerners expect from their friends?
4. Give advice to Cathy and to Yang Ruifang to help them restore their friendship.

Case 2

Should a Dollar Be Paid Back?

Jose and Jim worked together in a restaurant. They had become friendly because both of them were also studying. Jim, an American student, was studying business, and Jose, a Spanish

student, was taking engineering.

One day, as they were leaving work, Jim asked Jose, "Jose, I need a favor. I have to go over to school, and I'm out of money. Could you lend me a dollar so I can take the bus over there and then get home? I'll pay you back tomorrow."

"Sure, Jim. No problem. You don't have to pay me back," said Jose, as he handed Jim a dollar.

As soon as he got to work the next day, Jim went over to Jose and handed him a dollar, saying, "Thanks, Jose. I really appreciated this last night. It sure was too cold to walk."

"Forget it," said Jose, as he handed back his dollar.

"Oh, no, I insist. I don't want to take advantage of a friend. What if I needed to borrow money again sometime? If I didn't pay you back now, I would feel wrong asking to borrow money again," said Jim, as he put the dollar into Jose's shirt pocket.

Jose answered, "But that's what friends are for. In Spanish, we have a saying, 'Today for you, tomorrow for me.' If you pay me back, I will feel that I won't be able to ask you for money when I need it. I will feel like you are closing the door on me, that there is no trust between us. I thought we were friends. How can I take the money?" Jose handed back the dollar.

"But I won't feel right if you don't take it!" said Jim.

Questions for group discussion:

1. Why did Jim insist on returning the dollar to Jose?
2. Why did Jose insist on handing back the dollar to Jim?
3. What cultural values are reflected in their different attitudes?
4. Whose attitude do you prefer? Why?



V. Decision-Making

Imagine that you are a passenger in a car driven by a close friend who hits and quite seriously injures a pedestrian while driving too fast in town. There are no other witnesses. Your friend's lawyer says that it will help him a lot if you testify that he was driving within the speed limit.

Should your friend expect you to do this? If yes, what would you do then? Share your ideas with your partner.



VI. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " √ " in the blank.

Getting to know another person is often difficult and doesn't happen as
quickly or as smoothly as we'd like. However, once you have connected and
developed a friendship, have someone with whom you can share interests 1. ________
and feelings can make all the effort worth. Just remember, however, that 2. ________
having a friendship is as growing a garden. Each needs attention and nur- 3. ________
turing in order to produce the best results. You can't expect much from a
garden that you let to go to weeds through lack of attention. Different 4. ________
relationship may also need different levels of attention. Some may need an 5. ________
occasionally "checking in", while others need some daily attention. Know 6. ________
how much you are willing to invest on a friendship. Don't promise more than 7. ________
you are willing to do and set limits when you are been asked for more than 8. ________
you are willing to give. Relationships build on a sense of guilt are difficult to 9. ________
maintain and generally aren't a lot of funs. Try to build your relationships on 10. ________
things that you mutually enjoy.



VII. Reading Comprehension

Read the following passage and write a brief heading for each suggestion for creating more space in your relationships.

Creating Space in Your Relationships

One personality trait gets the prize for ruining more relationships than any other. It is a characteristic found to some degree in each of us, but when it gets out of hand, it is always destructive and always pushes people away.

This villain frequently masquerades as love. The overly protective mother will say, "Honey, I'm just doing this for your own good," and the man who constantly corrects his friend thinks, "It's all for his benefit." But the effect is always to suffocate, and I have never known a person who did not try to flee from manipulators. Catalog your own aborted friendships. The people you have chosen to drop — are they not often those who tried to advise you, dominate you, control you, or judge you?

"At the heart of love," some unknown sage wrote, "there is a simple secret: The love lets the beloved be free." Those who have successful friendships allow their loved ones room. Rather than possessing their friends, they try to help them expand and grow and become free.

So the rule number one is: Create space in your relationships. Here are six suggestions for creating more space.

____

Some people get a feeling of well-being and superiority from criticizing their friends. If you are afflicted with that plague, divest yourself of the infection as soon as possible. Alice Miller's rule of thumb is a good one: "If it is very painful for you to criticize your friends, you are safe in doing it. But if you take the slightest pleasure in it, that is the time to hold your tongue."

____

We can learn about friendship by looking at how gifted psychologists function, for many patients say that their relationship with their therapist is the best they have ever had with anyone. Dr. Paul Tournier, who lives and works in Geneva, Switzerland, has become so famous that many young doctors travel to Europe to study his techniques. In his typically modest way, Tournier spoke of that recently. "It is a little embarrassing for students to come over to study my 'techniques', for they always go away disappointed," he said. "All I do is accept people."

That was probably the most important single thing that could be said about the art of psychotherapy.

____

Suggestion number three for loosening up your friendships has to do with the peculiarities of your friends, their eccentricities, their unique dreams. Rather than urging your loved ones to conform, encourage their uniqueness. Everyone has dreams, dreams that no one else has, and you can make yourself loved by encouraging those aspirations.

Like all virtues carried too far, it is possible for freedom to become a vice. The philosophy, "You do your thing, and I'll do mine," if allowed to become the keystone of your relationship, means that you no longer have a relationship. Commitment is also essential. Different people require different mixes of independence and mutuality, and the mix may need to be renegotiated from time to

time.

____

A non-possessive friendship will maintain a profound respect for each person's need for privacy. There is such a thing as too much closeness. In all our relationships we move together and apart. It is one of the marks of a mature relationship that you can relax if your friend is moving away from you for a while.

Dr. Lawrence Hatter, associate clinical professor of psychiatry at Cornell Medical School, says, "I have several artist friends who are busy and creative and very private people. I see them infrequently. Yet with them, I'm more intimate and can often speak more openly than with some of the people I see every day."

____

Jealousy, according to Shakespeare, is a "green-eyed monster", and it has ruined many intimate friendships. If you get nervous when your best friend spends time with other friends or when a couple you and your mate enjoy excludes you from some of their social activities, you need to be wary of the corroding effect of jealousy. You never have exclusive rights to anyone, and you hobble your friend if you expect to be the only person who matters.

____

Let us say that your little sister tagged along with you as you were growing up and you were clearly the dominant one. If you are to have a healthy connection as adults, you must give her more room, allow her to be an adult, and make her your equal. That is difficult, for years of conditioning have created a lopsided alliance. But it must change, and it can if you are prepared for shifting relationships.

The same modulation is necessary in freeing our teenage children. It seems only a short time ago that we were tying their shoelaces and taking their hand as they crossed the street. We must unlearn our relational habits and remind ourselves over and over that they are no longer little children who are dependent on us.

As a smart mother said to me recently, "There are two lasting things I would like to give my kids. One of these is roots; the other is wings. The first is easier than the second."



VIII. Writing

For each of the following scenarios, write out one thing you might say and one thing you might do to show you cared about the person described.

1. Your best friend has just broken up with his / her long-term girlfriend / boyfriend. Your friend calls you and says, "I feel so lonely."
   You say:

You do:

2. A good friend of yours tells you he / she has been cut from the team and won't get to play this year.
   You say:
   You do:

3. Your best friend from high school calls and says he / she thinks about you often even though the two of you no longer maintain much contact.
   You say:
   You do:

4. A close friend stops you on campus and excitedly says, "I just found out I've been accepted into the law school here. Can you believe it?"
   You say:
   You do:

Section 4

Supplementary Reading

Friendships in Different Cultures

Chinese expect friends to be more lasting.

Another difference is that my Chinese students seem to expect their

friendship to stay the same over a lifetime. To them a true friendship is a relationship that endures through various changes in the lives of the friends. In the United States a person is likely to change even "best friends" several times over the years. Even this relationship in which people feel close emotionally and tell each other their secrets and personal problems may not survive life changes such as move to another city, graduate from a university, experience a significant change in economic circumstances, or marry. I think the reason is that friendship, like so many other relationships in the United States, including marriage, depends on frequent interaction with the other person. If the people involved do not see each other and interact regularly, the relationship is likely to wither and die.

In the West people often have many friends at one time, but the friendships are usually tied to specific circumstances or activities. When a person changes circumstances and activities, he or she changes friends. A person may have work friends, leisure activity friends and neighborhood friends. Also two people who are friends usually have similar financial circumstances. This is because friendships in the West are based on equality. Friends should exchange similar activities and give similar things to one another. If one can afford to treat the other to a meal at an expensive restaurant and the other does not have enough money to do the same, it will cause a problem in the relationship.

Americans expect friends to be independent.

As with so many other things in the West, people prefer to be independent rather than dependent, so they do not feel comfortable in a relationship in which one person is giving more and the other person is dependent on what is being given. For Western friendship is mostly a matter of providing emotional support and spending time together. Chinese friends give each other more concrete help and assistance than Western friends do. For example, a Chinese friend will use personal connections to help a friend get something hard to obtain such as a job, an appointment with a good doctor, an easier path through an official procedure or an introduction to another person who might be able to give concrete help. Chinese friends give each other money and might help each other out financially over a long period of time. This is rarely part of Western friendships, because it creates dependence of one person on the other, and it goes against the principles of equality and individual initiative.

American friends like Chinese friends give each other emotional support

in times of trouble, but they do it differently. A Westerner will respond to a friend's trouble by asking, "What do you want to do?" The idea is help the friend to think out the problem and discover the solution he or she really prefers and then to support that solution. A Chinese friend is more likely to give specific advice to a friend. For instance, if in a friendship between two Chinese women, one woman is arguing with her husband, the friend might advise and she says so directly. An American friend in a similar situation may want her friend to choose a wise action too, but she will be very cautious about giving direct advice. Instead she may raise questions to encourage her friend to consider carefully what may happen if she does one thing instead of another.

Chinese can usually expect more from their friends than Americans can.

Chinese people often communicate indirectly while Westerners tend to be more direct. In close personal relationships such as friendship, the opposite is often the case. Talk between Chinese friends would probably sound too direct to Western ears. As we have seen Chinese codes of etiquette require more formal and polite interactions with strangers or guests than is typical in the West, but in China relationships with friends are much more informal than similar Western relationships.

Americans apologize to their friends for minor inconveniences such as telephoning late at night or asking for some specific help. Even in close friendships Americans use polite forms such as "Could you..." and "Would you mind...". Because Chinese do not use these polite forms in their close relationships, they probably do not use them when speaking English with Westerners they know well. As a result they may seem to be too direct or demanding to their Western friends. At the same time a Chinese person who is a friend with an American may be confused when the American continues to be formally polite after the two have established their relationship.



Notes

1. **endure** /ɪn'djʊə/ *vi.* 持久，持续
2. **wither** /'wɪðə/ *vi.* 枯萎，凋谢；失去生气

I. List the cultural differences between Chinese and American friendships according to the passage.

II. How much do you agree with the author about the cultural differences between Chinese and American friendships? What other differences can you add to the above exercise?

Unit Eight

Understanding Your Boss

Teaching Objectives

In this unit you will learn

- how to understand your boss;
- traits of a good boss;
- traits of a bad boss;
- how to identify problems between you and your boss;
- how to resolve problems between you and your boss.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. Have you ever had any experience of working under a boss? What do you think of his / her leadership style? Give examples.
2. How would you describe your relationship with your boss?
3. What sort of person do you think your boss is? Have you had any "trouble" with your boss?
4. What do you think are the most important traits for a boss to possess?
5. What boss qualities do you think you have?



II. Discussion

Read the following passage and discuss the questions.

The Secretary's Prayer

Dear Lord, help me to do my work well, to have the memory of an elephant (supposedly elephants never forget) and by some miracle to be able to do five things at once — answer two telephone calls, greet a guest, find a file, all while typing a letter that "must go out today". When that letter doesn't get signed until tomorrow, please give me the strength to keep my mouth shut.

Dear Lord, never let me lose my patience, even when the boss has me searching files for hours for a report that is later discovered on his desk.

Give me the intelligence of a university professor, although my education is limited to only a diploma or a university degree lower than my boss's, even if I have not had any formal secretarial training.

Help me to read his mind, to decipher his handwriting, and to carry out all his instructions which are often given without any explanation.

Let me always know exactly where my boss is and when he'll be back, even though he may never tell me where he is going. And let him keep his mobile phone or pager on.

And Lord, when the year ends, please give me the foresight not to throw out records that will be asked for in a couple of days, even though I was told emphatically, "Destroy these — they are cluttering up the place."

I ask these blessings, in the name of secretaries everywhere. Amen.

Questions for discussion:

1. What is the message in the prayer?
2. What are the problems mentioned in the prayer?
3. What do you think of the prayer? Is there an element of truth in it?



III. Quotations

Read the following quotations on the boss and exchange your understandings with your partners.

1. The word "boss" stands for Big Old Stubborn Sourpuss.

— Anonymous

2. All the boss cares about is "getting the job done".

— F. John Reh

3. The boss always creates division within the group instead of harmony.

— F. John Reh

4. Bad bosses have a dire effect on productivity and morale.

— Karen Higginbottom

5. If people have good relationships with their front-line bosses, they are more likely to perform better and rate their bosses higher.

— Angela Baron

Section 2

Text

You and Your Boss

A good boss is someone who can effectively run a company and communicate with, and understand their employees. If a boss involves their employees in

business decisions, shows appreciation for hard work, and responds with bonuses and gifts at Christmas time, most people would enjoy working for them. However, a difficult relationship with the boss is a common cause of work-related stress.

Understand the fact that your boss, like yourself, is a human being. Like everyone else, bosses come in all shapes and sizes. Like you, he or she has ambitions, aspirations, and dreams. Some they will achieve, others they won't. Some bosses are good managers, others bad, but most fall somewhere in the middle range.

Unless you're working for a very small company, your boss probably has superiors of their own — that no doubt can, and do, drive them crazy at times. What it boils down to more than anything else is, how well you and your boss can deal with the emotional roller coaster of everyday life, and perhaps most importantly, how each of you views your job.

To get along with your boss, or other people for that matter, you have to know how to understand and react to personality traits, get inside your boss's head. In short, you need to develop your human relations skills.

This does not mean becoming a "yes" man and always siding with your boss no matter how dumb a mistake they make, or how big a fool they make of themselves. Your boss may appreciate such blind devotion, but unless you are willing to drop anchor and never advance up the corporate ladder, you also need to know when to put some distance between you and your immediate supervisor, because if your boss really goofs up, you may be shown the door at the same time your boss is.

Regardless of what you think of your boss, the first thing you should learn is their style of supervising. The two extremes of management style are a boss who enjoys playing the part of a military leader, where he or she barks orders that must be followed exactly without question, or the boss who maintains a very low profile, giving employees broad guidelines and then disappearing. Fortunately, most bosses fall somewhere in between the two extremes, or little actual work would ever get done.

---

roller coaster 急转突变的行为(或事件等)
side /saɪd/ *vi.* 支持；与…站在一边
goof up 把事情弄糟
show sb. the door 把某人撵走
maintain a low profile 保持低姿态；避免引人注意

If you have the type of personality that demands you must have very specific orders or you're "afraid you won't do it right", you'd better have a boss who is willing to spend the time watching your every step. On the other hand, if you must be left to your own devices to make things work to get the job done and resent the boss looking over your shoulder or constantly "picking on you", you'd better have the type of boss who is willing to give you enough room to do your own thing. Either way, if you are stuck with the "wrong kind" of boss it will be a real source of irritation that frequently ends in you not seeing eye to eye with your supervisor. If you can't change, or at least try, you would be better off finding employment elsewhere — because the boss isn't going to change their management style to please you.

It also pays dividends to learn what your boss likes and dislikes, and then adapt what you do to suit their personality and management style. All bosses expect their workers to know how to do their job, and to get it done correctly, and on time, but problems are bound to come up in any business. One thing that can really "set off" your boss is not handling problems like "he / she thinks" they should be handled.

Remember, they're the boss, so be sure to learn how they want you to communicate problems. Do they prefer you put it in writing, arrange a meeting, or just drop in their office anytime you have a question? Use common sense. If the boss is in a bad mood, or otherwise having a bad day, they're probably not in the proper frame of mind to listen to any new suggestions, or for you to ask to go home early, take a day off, or get a raise.

Besides consideration for the boss's mood, and receptiveness on any particular day to listen to new ideas, the employee who thinks they have a good idea for changing an operating procedure should always rethink their idea through from every angle before presenting it to the boss.

You should give your boss the feeling of confidence that you're a team player and you want to be the one he or she can depend on to make his or her job easier. You should try to figure out what your boss's goals are, and then help them to reach those goals through your contributions as a good employee.

---

leave sb. to one's own devices 听任某人自行其是，让某人自行发展

pick on 找…的岔子；(偏偏) 挑中 (某人) (进行责骂、批评或叫他干不愉快的事等)

see eye to eye (with sb.) (与某人) 看法完全一致

dividend /ˈdɪvɪdend/ *n.* 回报，效益

set off 激起；使 (某人) 开始 (做某事)

frame of mind 心情；心态

Basically, the good employee is the one who is ready and in the mood to go to work at the designated time.

- A good employee knows their job, inside and out, and if faced with something new, puts in the necessary time on their own to try and figure things out, then presents options to the boss, who decides if any changes in policy or procedures are needed.
- A good employee doesn't take time off except for real illness or emergencies. They are the ones who do the work, get the job done, and are proud of their contribution to the overall success of the company they work for. They're the ones who're ready to help a fellow employee or newcomer without having to be asked to do so.
- A good employee lets the boss know that they've completed their work, and are free to assist him or her with special projects. They're the ones who don't camp out at the water cooler or coffee machine engaging their fellow workers in idle gossip. They're the ones who set up their work area either for the person on the next shift, or so that they'll be able to go right to work when they come in the next day.

All of these things and more are the basic ingredients to the definition of a good employee, and being a good employee is the best way of getting along with the boss. The practice of good human relations and displaying the virtues of the ideal employee requires the constant use of one's common sense for ultimate success. One needs to be aware of the boss's sensitivities, and eccentricities. If they bristle at any hint of criticism of how they do things, they need a subordinate who'll be willing to work under less than ideal conditions.

So, the bottom-line to getting along with any boss is first be a good employee yourself. Master human relations. Understand that your boss is a human being just like yourself — with a job to do, and bosses of their own to answer to. So do everything you can to make his or her job easier. It will go a long way to making your job easier and having a good working relationship with the boss.

---

bristle /'brɪsl/ *vi.* 被激怒；处于冲动状态　　answer /'ɑːnsə/ *vi.* 负有责任

If you can master the all important "people skills", someday you may enjoy the power and prestige of being the boss, and enjoy all the perks and other trappings of being in charge.



Notes

1. *You and Your Boss* 《你和你的老板》
   The text was adapted from *The Insider's Guide to Getting Along with Your Boss*, available at http://www.megadox.com/docdetail.php/3932.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. Why do you have to know when to put some distance between you and your immediate boss?

2. What are the two extremes of management style?

prestige /preˈstiːʒ/ *n.* 威信，威望；声望
perk /pɜːk/ *n.* (因从事某项工作等得到的)额外津贴；好处；实惠
trappings /ˈtræpɪŋz/ *n.* (尤指作为官职标志的)服饰；外部装饰

3. Why do you need to learn about your boss's likes and dislikes?

4. What makes a good employee?

5. How can we successfully manage a relationship with the boss?



II. Listening Task

Listen to a talk and take down the advice given in it.

Tips Recommended for a Harmonious and Productive Relationship with Your Boss	
1	
2	
3	
4	
5	
6	
7	
8	
9	



III. Pair Work

1. Work with your partner and list signs of a bad boss and traits of a good boss.

2. Bosses are not all the same. Some enjoy "playing the part of a military leader, where he or she barks orders that must be followed exactly without question", others may maintain "a very low profile". Working with your partner, read each of the descriptions in the right-hand column and decide which type of bad boss it describes.

( )	(1) The Dictator	A. This manager micromanages every move you make.
( )	(2) The Buddy	B. This manager can't separate business and personal life.
( )	(3) The Workaholic	C. This manager has sacrificed his life for his job and expects the same from you.
( )	(4) The Teller of Bad Jokes	D. This manager might be the most efficient one on paper, but when it comes to social skills, he straight-out fails. He might be very good at delegating tasks and piling up your desk, but come 4:59 pm, he's the first one out the door. He's very good at passing work along to his subordinates, letting them do the work unsupervised, and accepting the accolades for it. And if the work doesn't make him look good, then he'll just have *you* do it over. It's that simple for him. Snatching glory from his workers is something he's very good at ... and enjoys doing. No matter how much you're praised for the job, he'll be one step ahead, claiming his merit for the work.
( )	(5) The Yes / No Manager	E. This manager could care less about useful information or discussions and simply wants every decision boiled down to "yes" or "no".

( )	(6) The Indecision Maker	F. This manager always has a joke for you and it's always bad.
( )	(7) The Un(der)-Manager	G. This manager needs info from many different sources before making any sort of "independent" decision.
( )	(8) The Over-Manager	H. This manager tends toward micromanagement — he wants to be involved with task-level stuff.
( )	(9) The Control Freak	I. This manager procrastinates, complains about not enough time, and then blames others for the bad job.
( )	(10) The Passive Aggressive Boss	J. This manager likes to overlook everything; from the final numbers on the expense report to how you sharpen your pencils. He understands the concept of delegation, but he's a firm believer of the "if you want it done well, do it yourself" mentality. Employees need to be given some creative leeway to think for themselves, but this won't happen here. He's probably going to look over all your work with a fine-toothed comb and retouch it, wasting both your and his time in the process.
( )	(11) The All-Business-Is-Personal Manager	K. This manager tries to solicit personal information and seeks inclusion as though you are best of friends.

3. Describe your boss. If you rate your boss "bad", which category do you think he / she falls under? Give advice on how to deal with each type of nightmare boss.



IV. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " √ " in the blank.

Years ago, when I was a marketing manager at *People* Magazine, we
had a boss who drove all his employees nut. Pete would start wandering the 1. ____________
hallways at 4:30 to make sure no one left work before 5:00, he would give
assignments but then micromanage them to death, he seemed to enjoy being
on everyone's business, and he rarely gave good performance reviews — 2. ____________
unless somehow it reflected back on him. We referred him as Napoleon Pete. 3. ____________
Little by little just about every member of the department left. Pete is a per-
fect example of the work axiom that job-seekers join great companies but 4. ____________
leave because of bad bosses.

Bad bosses — whether ogres, control freaks, jerks, micromanagers,
or bumbling fools — can be found in all organizations. Pop culture loves to
make fun of bad bosses, from the pointy-haired boss in the Dilbert comic
strip, to the completely insipid boss from the British import "The Office",
to the mean boss of the movie "Office Space", but a bad boss is laughing 5. ____________
matter when you have to face him or her every working day. And,
unfortunately, with the downsizing of the past several years, there are
probably more overworked and undertraining bosses than ever. It's also 6. ____________
possible, though, that bad boss is just part of the organization's corporate 7. ____________
culture.

One study found that almost 80 percent of the employees survey iden- 8. ____________
tified their boss as a louse manager. And almost 70 percent in that 2001 study 9. ____________
conducted by Delta Road stated that their immediate superior had "no clue"
what to do to become a bad manager. Author Harvey Hornstein, Ph.D., esti- 10. ____________
mates that 90 percent of the US work force has been subjected to abusive
behavior at some time.



V. Reading Comprehension

Read the following passage and choose the best sentence from A to H below to fill in each of the gaps in the passage.

Always give your boss an opportunity to do the right thing. Do not just assume that it is an adversarial relationship. ________ Problems in the work site will nevertheless inevitably occur from time to time. The following guidelines for employee conduct, when dealing with their boss, are helpful with any manager or supervisor.

Stick to the facts. Most supervisors or managers are busy people who will give you an hour of their time *at most*, and often have even less time to spend on an individual employee's problem or concern. ________ It is a good idea to plan out, before the meeting, what you want to say. ________ Realize that even though your particular issue may be the most important item to *you* at the time, it is competing with a lot of other issues for your boss's attention.

Get to know the style of your manager. Learn which type of approach works best with your boss. Observe their style and behavior. ________ And, remember, there is *not* one right way, lots of different approaches work. Pick one that feels the most comfortable.

Do not lose your temper. People think less clearly when they lose their temper. ________ If you become upset at work, allow yourself a "cooling off" period, before dealing with the problem again.

Listen carefully to what others are saying. This is just as important as making your points, if not more so. ________

Know when to stop talking. It is usually better to say too little than too much. ________ Leave them with a feeling that everyone has won, rather than rubbing their noses in it.

________ Follow up meetings with a letter of confirmation on whatever agreements were reached.

A. Talk to co-workers about what style works best with the boss.

B. That way, once in the meeting, you can make the best use of the time available.

C. Put everything in writing.

D. Therefore, avoid going off on tangents or unrelated issues.

E. Try to "walk a few miles in their moccasins", to see things from their perspective.

F. Losing your temper can cost you the respect of management and possibly the respect of your co-workers.

G. Effective listening can provide clues to where compromises or resolutions might be possible.

H. If management has conceded the point, end the discussion and thank the manager for cooperating in finding a solution.



VI. Writing

Your friend has been suffering in the hand of a bad boss. Write a letter of 150–200 words to advise him / her on what to do. These "general rules" for coping with a bad or ineffective boss may probably assist you in your writing.

- **Do** act professionally in all situations.
- **Don't** reduce your productivity, feign illness, or otherwise compromise your job.
- **Do** find a mentor — within or outside the organization.
- **Don't** confront your boss in an emotionally-charged rant.
- **Do** consider scheduling a meeting with your boss to discuss ways your boss could change his / her behavior.
- **Don't** go to the boss of your boss, except as a last resort.
- **Do** find an outlet to vent your frustrations and anger, but **don't** do it with co-workers.
- **Don't** expect your boss to change — or at least change overnight.
- **Do** watch for opportunities to transfer to another department within the company.
- **Don't** simply try and block out all the bad behavior; doing so will impact your physical and mental health.
- **Do** use your network to keep abreast of better opportunities outside the company. And **do** have your résumé up-to-date and ready to send out.
- **Do** evaluate your performance on the job and consider ways to improve your behavior, but **don't** blame yourself for a bad boss.
- **Don't** think you are alone in having a bad boss; several studies suggest that many of us have to deal with a bad boss at one time or another in our careers.
- **Do** consider keeping a journal that documents all the bad behavior of your boss.
- **Don't** sacrifice your health or self-esteem by staying in the job for the sake of a job. **Do** consider quitting your job — even if you don't have a new job lined up — if continuing to work for your bad boss is likely to permanently damage your career.
- **Do** document all your accomplishments.

Section 4

Supplementary Reading

The Boss's Responsibilities

There's a good reason for remembering the five responsibilities of any given manager, and that's to help keep your boss on track. Lots of bosses are easily sidetracked into micromanaging or under-managing and by keeping these responsibilities in mind, you'll be better tuned in to their problems and pressures, as well as better tuned in to what you are expecting to receive from the boss. Here are the five responsibilities.

Meet the Needs of the Organization and Employees

If ever there was a recipe for stress and discontent, this is it. The needs of the organization aren't usually neatly lined up with your needs. In fact, they're frequently mutually exclusive. And your boss sits there, in between you and the organization, trying to serve both (if you're lucky — if you're like most folks, your boss is only focused on serving the organization, since if it was the other way around, they'd be fired). Understanding this single responsibility

of managers may be enough to get you thinking about aligning yourself with an organization that truly acts on the values it espouses, and holds its managers accountable to those values. Such organizations exist, though they're far from the norm. If you are fortunate enough to already be working at such an organization, then this managerial responsibility is probably nearly transparent to you. And your boss probably is tuned in to this responsibility, and has the organizational support to back them up when they put your needs ahead of the organization.

Ensure Problems Are Solved

Here's the problem with this responsibility: a lot of managers accept that problem-solving is part of their responsibility, but they ignore the altitude at which they ought to be operating. Many managers, especially those that have "risen up the ranks", tend to problem-solve at the task level, instead of at the process level because the task level is so familiar. It's an easy challenge, since oftentimes these managers have attained their current positions because of their ability to problem-solve at the task level. So it's a comfortable place for them to hang out. But it's an inappropriate place. Managers ought to be pulling back and problem-solving at a process level. When you know this, you can recognize when the boss has wandered away from their neighborhood and you can gently guide them home. It's perfectly fine for the boss to throw a few tips your way — that's the benefit of experience. But ultimately, your tasks belong to you.

Ensure Expectations Are Clear

Why is this so hard for managers? The fault for unclear expectations may not lie entirely with the boss. You can do your part to help extract the information you need. Earlier I mentioned the three-step communication feedback model. This is pretty much where it becomes critical, and where you can help the boss stay off your back. If your boss is prone to under-manage, then force the three-step communication feedback. It works in one of two ways: you initiate, or the boss initiates. If you initiate, then you'll expect a confirmation from the boss regarding what you said (your message). Once that confirmation is received, you affirm receipt of the confirmation. Now you've sent the message and you know the boss understood it, and the boss knows you know. If the boss initiates the message, then be sure to give them the confirmation

that you heard it, as well as any questions (now you're initiating a message again) you have about their message. Be sure to get that final confirmation of understanding from the boss. Basically, in order to manage the boss with respect to expectations, you've got to drive the communication process.

Provide Feedback

This is a similar sort of "feedback" implicit in the three-step communication feedback model. This kind of feedback takes place at a higher "altitude", though, than personal communication strategies. Good managers are in regular communication with their team regarding progress being made toward any current goals or deliverables. This really goes hand-in-glove with the clear expectations responsibility. If the team feels like they're floating — not really knowing whether they're doing good work, or even the right work, then the team isn't receiving sufficient feedback, or feedback of a high enough quality. If the manager can't perform this responsibility, then you can drive the process by hooking back into the three-step communication feedback model.

Manage Process

This is the final responsibility and is a frequent stumbling block for many managers — especially those who have risen up the ranks due to their skill at managing tasks. The temptation to drop back to task-management can be very strong, because process management is difficult, abstract, and frustrating. Task management, in comparison, can be difficult and frustrating, but it's rarely abstract. There's really not a good reason, organizationally speaking, for a manager to work at a task level. There are plenty of justifications for it, though. Most common among these is an inadequate staffing level due to budget crunches. The manager may feel that they need to take on task-level responsibilities because they can't ask you to do any more, since you're already overburdened. This is a roadmap for disaster. When the manager is focusing at a task level, they aren't focused on the process level, and management suffers because of it. What can you do? Same stuff we've already covered. Namely, knowing what the manager's problems and pressure points are and working to fill gaps when you can; being committed to clear communication regarding responsibilities; being dependable; understanding where the organization or department is going, and how your tasks are the breadcrumbs along the path.



Notes

1. **sidetrack** /'saɪdtræk/ *vt.* 转移(某人的)目标；转变(话题)
2. **tune** /tjuːn/ *vt.* 使一致；调整，调节
3. **espouse** /ɪ'spaʊz/ *vt.* 信奉；拥护；支持
4. **accountable** /ə'kaʊntəbl/ *adj.* 负有责任的
5. **rank** /ræŋk/ *n.* 社会阶层
6. **deliverable** /dɪ'lɪvərəbl/ *n.* 可提供的物品
7. **hand-in-glove** /'hændɪn'glʌv/ *adv.* 有紧密联系地
8. **crunch** /krʌntʃ/ *n.* 经济紧缩；不足，短缺
9. **breadcrumb** /'bredkrʌm/ *n.* 面包屑，面包粉

I. Answer the following questions.

1. What are the five responsibilities of the boss?

____

2. According to the author, what is a recipe for stress and discontent?

____

3. When managers focus at a task level, they aren't focused on the process level, and management suffers because of it. What can you do?

____

II. Decide whether the following statements are true or false.

1. The needs of the organization and the needs of the employees are frequently mutually exclusive. ( )

2. Many managers tend to problem-solve at the task level, instead of at the process level. ( )
3. The employee may be partly held accountable for unclear expectations. ( )
4. If the team feels like they're floating, then the team is receiving sufficient feedback, or feedback of a high enough quality. ( )
5. There can be a rather weak temptation for managers to drop back to task-management. ( )
6. The manager involves himself in process management because he can't ask you to do any more. ( )

Unit Nine

Technology at Work

Teaching Objectives

In this unit you will

- learn about the technology that helps facilitate working in the modern world;
- be aware of both the positive and negative influences that hi-tech brings to our life;
- figure out the reasons for working at home and its impact on our daily life.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. What did a workplace look like twenty years ago? What were the facilities available to office workers at that time?
2. Give free rein to your imagination: Twenty years from now, where will you work? Describe what your workplace will be like and how it will differ from the workplace of twenty years ago.



II. Discussion

With the advent of the information age, a number of new terms came into our life. Do you know the following terms and what they are used for?

1. SOHO
2. ADSL
3. Broadband
4. LAN
5. Wi-Fi
6. USB
7. Blackberry
8. PDA



III. Quotations

Read the following quotations on technology at work and exchange your understandings with your partners.

1. Technology is a way of organizing the universe so that man doesn't have to experience it.

   — *Max Frisch*

2. To err is human, but to really foul things up requires a computer.

   — *Farmers' Almanac*

3. When I took office, only high energy physicists had ever heard of what is called the Worldwide Web. ... Now even my cat has its own page.

   — *Bill Clinton*

4. The workers and professionals of the world will soon be divided into two distinct groups: those who will control computers and those who will be controlled by computers. It would be best for you to be in the former group.

   — *Lewis D. Eigen*

5. If you don't know how to do something, you don't know how to do it with a computer.

   — *Anonymous*

Section 2

Text

Working from Home

Consultants, futurologists and those whose job it is to hard sell hard-to-sell new technologies have been banging on about a home working

futurologist /ˌfjuːtʃəˈrɒlədʒɪst/ *n.* 未来学家

revolution for years, decades, maybe even half a century. And, now, we can confidently say that it's finally all come to pass. Millions of us do indeed work from home.

Ok, so most of us still eke out our days in offices of some sort or another. But for the first time, it is reasonable to say that the technological and financial barriers to some sort of mass home working have finally come down. As IT usability guru Jakob Nielsen explains: "The equipment you need for many jobs is now really cheap and ubiquitous. From a company's point of view, the cost of having someone work partially or wholly at home is tiny compared with the cost of providing them with a desk."

Of course, there are dozens of factors behind the final dawning of this long-awaited new day, but two key enablers have been broadband (either cable or ADSL via a phone line) and wireless networking or Wi-Fi.

Broadband is now available to the majority of the population and allows you to be permanently connected to the Internet. Almost any package will give you the speed of your office with no need to dial up. Plus, it runs through your normal phone line and you can make calls while connected.

No less revolutionary in its own, rather more subtle, way is wireless. These kits — usually modems / transmitters all in one — mean that home workers can place a computer with Wi-Fi capability anywhere in the house without running ugly cables all over those priceless French antiques or having to drill through walls. Set-up is easy and with a suitable laptop, your office is anywhere you want — even the garden in summer.

Finally, as Nielsen points out, computers are easy to use these days — almost everything connects through a USB port — and cheap. A perfectly functional home set-up can be had for about £600 and rather less for businesses that buy in bulk. All this will add up to a bit more if you buy a laptop — which is very much the way forward if these employees are going to work from home only sometimes.

One company that lets a substantial number of its employees work from home some of the time is Toshiba Information Systems: of a UK workforce of 198, about a third have the facility to work from home. Head of information

---

eke out 竭力维持(生计)；经努力而获得

guru /ˈɡʊruː/ *n.* 专家，权威

ubiquitous /juːˈbɪkwɪtəs/ *adj.* 普遍存在的，无处不在的

systems Sandra Smith says it's a win-win situation. It means that when parts of the website go live, staff can work remotely, and people with family commitments can easily work around these times.

The firm can cast its recruitment net wider than it might have done, she adds. Again, she sees this as a double positive. The company doesn't have to pay for the contractors to come down to its Surrey base, and they don't have to travel.

An interesting innovation adopted by Toshiba is that it uses private ADSL, which is rather cheaper than its normal public equivalent. The more usual way is for people to use ADSL bought from a provider such as BT. But says Smith, what many don't understand is that the fee is split: partly for the broadband line and partly for BT to act as your ISP (gateway to the Internet). Toshiba acts as its own ISP, using its servers and saving money. Like other companies, it takes advantage of Internet telephony between home workers and the office (making "free" calls via the net), a further saving.

So, is there a downside? Naturally. For starters, home working flexibility blurs the boundaries between home and office. And with the attendant slew of personal portable gadgets (do you really need broadband on a plane?), there is the worry that people will have no downtime. KCP's Hawker says whenever he sees people tapping away on their Blackberrys or wireless PDAs on holiday or during weekends, he fears that we are seeing the dawn of a kind of "virtual presenteeism".

The other big quibbles are less socially altruistic and involve both measurements and the question of who this technology is appropriate for. The two issues are connected and, interestingly, the answers are slightly counter-intuitive.

Not all home workers are created equally. If we take the lowest echelon, the people who perform white-collar battery work — such as call centre operatives — then it's easy. "For routine workers, it's all data, it's all just pre-installed software; it's all done over the net." says Nielsen. "You're just creating a virtual cube farm." Wherever they are, the technology to quantify what

---

recruitment /rɪ'kru:tmənt/ *n.* 吸收（新成员），招聘
telephony /tɪ'lefənɪ/ *n.* 通话
blur /blɜ:/ *vt.* 使（界线、视线等）模糊不清
slew /slu:/ *n.* 许多；大量
presenteeism /ˌprezən'ti:ɪzəm/ *n.* 工作狂
quibble /'kwɪbl/ *n.* 吹毛求疵的意见
altruistic /ˌæltrʊ'ɪstɪk/ *adj.* 利他的，无私的
echelon /'eʃəlɒn/ *n.* 领导（或指挥）系统中的等级

they do is straightforward.

At the other end of the spectrum, we have highly motivated knowledge workers, the kind of people who love the new economy and who deliver results rather than work that can be monitored on a daily basis. For them, measuring daily performance is clearly moot: when was the last time you looked over the shoulder of a talented copywriter or web designer?

It is the meat in this demographic burger that technology isn't up to measuring. "For the middle group, it is more difficult," says Nielsen. "Paradoxically, they need more supervision." Their work is neither completely routine nor project-based, and their problems are likely to be more complex to manage. "At the moment," he continues, "another real problem with this group is that everyone is their own virtual systems administrator. They have to save work, back up file and deal with their own security."

"But the technology will get better. You'll have truly effective virtual system administrators and you'll start to see much better software for collaborative projects, allowing multiple people to work effectively on the same thing. One of the biggest benefits will be for small companies. They'll be able to find and employ talented people wherever they are."



Notes

1. **Jakob Nielsen** 雅各布·尼尔森

Born in 1957 in Copenhagen, Denmark, Jakob Nielsen is a writer, speaker, and consultant on software and web-design usability. He earned a Ph.D. in user interface design and computer science from the Technical University of Denmark. Nielsen worked at Bellcore, IBM, and as a senior researcher at computer company Sun Microsystems. In 1991, when the Web was new, Nielsen correctly predicted that hypertext was the future of user interface design and wrote a comprehensive book about it: *Hypertext and Hypermedia*, published in 1990. *Multimedia and Hypertext: The Internet and Beyond*, an updated version of the textbook, was published in 1995 to take into account the success of the Web. After his regular articles on his Web site about usability research attracted media attention, he subsequently co-founded usability consulting company Nielsen Norman Group with fellow usability expert Donald Norman.

spectrum /ˈspektrəm/ *n.* 系列；范围

moot /muːt/ *adj.* 无实际意义的

copywriter /ˈkɒpɪˌraɪtə/ *n.* 广告文字撰稿员

paradoxically /ˌpærəˈdɒksɪkəlɪ/ *adv.* 自相矛盾地

2. **Toshiba Information Systems** 东芝信息系统公司

Its homepage reads: "Since its establishment in 1962, Toshiba Information Systems (Japan) Corporation has always fully utilized state-of-the-art technology in the information industry. As a leading company in the information service area, it has used this technology to meet a variety of computerization needs from companies and society as a whole. Now, Toshiba Information Systems is committed to the challenges of the accelerated pace of change in the information technology, determined to be a reliable integrated IT solution partner for its customers."

3. **ISP** 因特网服务提供商

ISP (Internet service provider) refers to an organization that offers users access to the Internet and related services.

4. **KCP** 金士顿科技公司

Established in May 2002, KCP (Kingston Computer Planet) is a retailer and distributor providing technology and computer products located in Kingston, Canada.

5. **cube farm** 立体农场

This term refers to an office filled with cubicles. Although humorous, this term usually has negative connotations. Cube farms are often found in high-tech companies, but they also crop up in the insurance industry and other service-related fields.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. What important factors have enabled home working?

2. What are the advantages for companies having employees working from home?

3. What are the advantages for people working from home?

4. Why does Hawker worry about "virtual presenteeism"?

5. Since more and more employees work at home through the Internet, they are not supervised face-to-face by their superiors. Do you think they are more efficient when working at home or not? Why?



II. Listening Task

1. Listen to a passage and fill in the following table.

Dos	Don'ts

2. Think out other tips and suggestions on how to send an e-mail appropriately in the business environment and share them with your classmates.



III. Vocabulary

Match each word in Column A with its explanation in Column B.

Column A	Column B
( ) 1. dial up	A. appearing, happening, or existing everywhere
( ) 2. eke out	B. a petty distinction or an irrelevant objection
( ) 3. guru	C. a greatly respected person whose ideas are followed
( ) 4. ubiquitous	D. to connect to a telephone line that is used to send information from one computer to another
( ) 5. blur	E. a level of responsibility or authority in a hierarchy
( ) 6. downtime	F. regardful of others; beneficent; unselfish
( ) 7. quibble	G. to cause to last longer by being careful or by adding something else
( ) 8. altruistic	H. to make something difficult to see or see through clearly
( ) 9. echelon	I. the time during which a machine is not operating



IV. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " ✓ " in the blank.

The Internet provides an amazed forum for the free exchange of ideas. 1. ________
Given the relative few restrictions governing access and usage, it is the com- 2. ________
munications equivalent of international waters. It is my personal belief which 3. ________
the human potential can only be realized by the globalization of ideas. I

developed this position years before the Internet come into widespread use. And I am excited at the potential for the Internet to dramatically alter our global society as for the better. However, I am also troubled by the possible unintended positive consequences.

There has been much talk about the "new information age". But much less widely reported have been the notion that the Internet may be responsible to furthering the fragmentation of society by alienating its individual users. At first this might sound like apparent contradiction: how can something that is on the one hand responsible for global unification by enable the free exchange of ideas alienate the participants?

4. ________

5. ________

6. ________

7. ________

8. ________

9. ________

10. ________

V. Reading Comprehension

Read the following passage and choose the best sentence from A to F below to fill in each of the gaps in the passage.

The upstart wireless Internet technology called Wi-Fi is proving too powerful to ignore.

Because it allows people to share Internet access inexpensively and relatively easily, _______ Some stores even offer it free for their customers as an incentive to sit there for hours sipping *lattes* while surfing the Web.

_______ That is because the technology allows homegrown networks to spread outside their control. Some cable companies have asked customers to stop using Wi-Fi to share fast Internet access, calling it theft of service.

_______ The company, which already sells Wi-Fi equipment that lets households share a broadband Internet connection, is offering to set up wireless networks for small and medium-sized businesses in Boston as part of its plan to be an all-purpose "solution provider". Service in other cities will follow. _______

Wireless phone carrier T-Mobile, formerly VoiceStream, has already embraced that idea by creating Wi-Fi hotspots in more than 1,000 Starbucks, airport lounges and malls around the country. Unlimited use costs $30 a month. _______ A coalition that includes Intel and IBM is discussing a hotspot plan too.

A. Wi-Fi has been seen as a threat to big phone companies like Verizon Communications.

B. Verizon executives also say the company is looking at ways to begin offering access in stores and other public places — so-called wireless hotspots.

C. The main hurdles for companies are assuring the security of Wi-Fi hotspots, how to charge for

such a service and how to make sure people don't use it without paying.

D. Several other big voice and data companies are also considering following suit.

E. Wi-Fi is becoming increasingly popular in cafés, airports and hotels.

F. Nonetheless, Verizon has shown interest in the technology with a new Wi-Fi initiative.



VI. Pair Work

Make a comparison between the advantages and disadvantages of working at home and working at office with your partners and fill them in the following table. Then exchange your ideas with people around you to see whether you hold the same opinions or not.

	Working at Home	Working at Office
Advantanges		
Disadvantages		



VII. Writing

Based on your discussion and findings, write a passage of 120–150 words on the topic: *My Favorite Workplace*. You can write whatever places you like and list at least two reasons why you like it.

Section 4

Supplementary Reading

Home Sweet Workplace

Many people have mastered the art of interweaving work obligations and home life in a way that was not possible before, answering an e-mail from work one minute and helping with homework the next. And the younger members of the family — already far more sophisticated at multitasking and networking than their parents — are getting a chance to see what approaches work and what falls flat. "My daughter, now working, knows how important it is to use her time well," says Carrie J. Hightman, president of SBC Illinois, who is married to a regional administrator for Pitney Bowes Inc. "She has seen me do it. Now she's doing it."

Historically, the organization of the family has mirrored, to some degree, the organization of the workplace. Take the classic middle-class family of the 1950s and 1960s, the "Golden Age" economy of strong productivity growth and lush gains in real wages. With a secure corporate job, Dad could afford to work not much more than 40 hours a week, and Mom could stay at home to raise the children. The family of that era did many

things together. The classic example is eating dinner every evening at the kitchen table. The kids also tagged along when Mom and Dad visited friends. In essence, a family acted like a single unit, with a hierarchy that mirrored the top-down management of factories or large industrial organizations of the day, such as General Motors Corp.

Fast-forward to the 2000s. Today, both Mom and Dad are more likely to have careers. The combined workweek of a husband and wife in their prime working years with children is 68 hours, up from 59 hours in 1979, according to calculations by the Economic Policy Institute. The better educated the couple, the more hours they put in. At the same time, their jobs have changed. The rote work is either being done by computers or is in the process of being outsourced to Asia. Instead, what left are the more complicated and creative tasks that can't be easily reduced to a set of instructions.

At home, standards for a healthy, emotionally rich family life are a lot higher than they used to be. Schedules during "leisure hours" are crammed with music lessons and play dates for the kids, exercise classes for Mom, and occasional tea times for Dad. Parents are aware that colleges and universities look more favorably on high school students with a demonstrated ability to do many things well, not unlike the skills they will need in the workplace. Says Ann Swidler, a sociologist at the University of California at Berkeley: "It's the complex management of a life with a wealth of choices."

To achieve these goals, families are learning to turn technology to their advantage. Yes, Blackberrys, cell phones, e-mail, and other high-tech gear erode traditional boundaries between the office cubicle and the kitchen table, or even the bedroom. But many time-pressed workers now realized that technology creates greater possibilities for busy families to stay in touch and, at the same time, increase family time.

Brian Ruder agrees. A principal at Francisco Partners Management LLC, a Menlo Park (Calif.) venture-capital fund, Ruder, who has a 3-year-old son, estimates he works several hours over the weekend while at home. "All my friends and family have seen me punching away on my Blackberry and talking on my cell phone, so the general perception of how much time I am working has gone up even more than the amount of time I am working," muses Ruder. Yet he doesn't yearn for "the good old days" when he went to

the office on Saturdays and Sundays. "Because of technology, I probably spend more time working on the weekend now, but it's easier on me because I can work at home, then take a run, and go out to brunch with friends," he says.

But just as excessive e-mails and conference calls fill up time on the job, there's a temptation to use the technology to cram too much in at home as well. "You have to control the technology and make it work for you, not work you," someone says. "If I tell myself: 'I'm not going to check my e-mail for two days', I stick with it."

Indeed, in a world where creativity and innovation are so highly prized, it's more important than ever to create space to think. Janet Dolan is CEO of Tennant Co., a Golden Valley (Minn.) multinational specializing in cleaning and maintenance products, with $500 million in annual revenue. She has run the company, raised two children, maintained a marriage, volunteered in the community, and served on several boards. For her, long-distance running is her solution for gaining the time she needs to think creatively about work and family issues. "People need to be able to think," she says. "We need to carve out time rather than fill in time."

Other busy people have found that it's important to maintain fairly strict boundaries between work and home. Maria Saldana is head of US investment banking for Popular Securities in Chicago, a subsidiary of the nation's largest Hispanic financial institution, Banco Popular of North America Inc. She's also the mother of four children, ages 10 to 20, and president of the Board of Commissioners for Chicago Park District, an organization that manages the city's 7,300 acres of parkland, lakefront property, football stadium, museums, and an aquarium. Still, she has learned that it pays to compartmentalize her time. "When I'm home, I'm home," says Saldana. "Otherwise, you'll drive yourself crazy."



Notes

1. **interweave** /ˌɪntəˈwiːv/ *vt.* 使紧密结合；使混杂

2. **lush** /lʌʃ/ *adj.* 丰富的；豪华的；富裕的

3. **tag** /tæg/ *vi.* 紧紧地跟在后面，尾随

4. **cram** /kræm/ *vt.* 把…塞满

5. **yearn** /jɜːn/ *vi.* 怀念，想念；向往；渴望

6. **compartmentalize** /ˌkɒmpɑːtˈmentəlaɪz/ *vt.* 划分；细分

I. Complete each of the following sentences with a word or phrase in the text. Make changes where necessary.

1. For people who work at home, they __________ the public recognition of their work.
2. The truth _______________ with fiction, so it's difficult to tell who is right and who is wrong.
3. Office workers usually follow regular working hours and for most companies they have to _________ at nine in the morning.
4. After a night sitting before his PC, he went out to ___________ around the lake.
5. For many of us, the number of e-mails we receive daily has now reached ridiculous proportions. Too often, after taking a long weekend away, our inbox ________________ dozens of e-mails.

II. Translate the five sentences above into Chinese.

1. ____
2. ____
3. ____
4. ____
5. ____

III. Lewis D. Eigen claims "The workers and professionals of the world will soon be divided into two distinct groups: those who will control computers and those who will be controlled by computers. It would be best for you to be in the former group." Do you agree with him? Give your reasons.

____

Unit Ten

Teamwork

Teaching Objectives

In this unit you will learn how to

- build awareness of the significance of teamwork;
- understand the relevant concepts and rationales of teamwork;
- gain knowledge of the skills needed to improve the efficiency of teamwork.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. Below are excerpts from job advertisements about requirements for applicants. What qualifications are repeatedly listed? Which qualities do all the jobs require? How important are they to each job?



- *Advanced degree in polymer chemistry;*
- *Excellent teamplayer;*
- *Fluency in Chinese and familiarity with Chinese culture and business;*
- *Excellent written and oral English communication skills.*

Successful applicant must: possess strong communication, leadership, mentoring, teamwork, and group process skills; have an ability to work with diverse audiences and stakeholders.

University degree; good English ability; positive approach to front-line customer care; basic computer skills; *esprit de corps*; ability to work independently; working experience on relevant fields is preferred.

Requires technical leadership ability and excellent English communication skills. Experience in compiler technology and C / C+ is a must. Familiarity with OS internals and processor architecture is desired. Good debugging skills and teamwork are required. Self-motivated on quality and technologies.

- *Bachelor degree or above with a major in accounting, finance or economics;*
- *With commitment, teamwork spirit, sense of responsibility and an open mind to learn;*
- *Good interpersonal and communication skills, being able to work independently;*
- *Good command of English & familiarity with MS office, particularly **MS Excel**.*

2. Take your latest experience of working in a team and describe your experience and your contribution to the team.



II. Teamwork Game

The class will be divided into several teams and each will have one student as team leader. The teacher will show each team leader a picture. After a careful observation, the team leader should describe verbally what he / she saw to the teammates. In 5 minutes, a representative from each team should reproduce the picture. Let's see which is the winning team!



III. Quotations

Read the following quotations on teamwork and exchange your understandings with your partners.

1. One man alone can be pretty dumb sometimes, but for real bona fide stupidity, there ain't nothin' can beat teamwork.

— *Edward Abbey*

2. Talent wins games, but teamwork and intelligence win championships.

— *Michael Jordan*

3. Today we live in a project world and, if you're in a project world, you've got to be a great teammate.

— *Tom Peters*

4. All for one, one for all.

— *Dumas père*

Section 2

Text

All for One? — Humans Cooperate

Despite the fact that humans sometimes fight fiercely among themselves,

one of our most distinctive human traits is our willingness to cooperate with others. Why we are like that is one of the really big questions confronting evolutionary psychologists.

"The fact that people cooperate is quite mysterious," says Robert Kurzban, an assistant professor of psychology at the University of Pennsylvania. People are constantly talking about how organisms are competing, but one thing that humans do that's distinctive is they cooperate in groups.

Other animals, from ants to wolves, also cooperate to a degree, but not as extensively as humans. As evolutionary psychologists, Kurzban and Daniel Houser of George Mason University are trying to figure out why.

Since most people are trying to get ahead in life, it would seem that we are primarily competitors, not cooperators, and while the "big question is still out there", as Kurzban puts it, competition may be a key factor in why we cooperate.

"If I had to make a guess I think it's at least possible that one of the important features behind human cooperative behavior is actually intergroup competition," Kurzban says. "You can't compete in groups unless people are cooperating within groups."

Just ask any coach. If a team doesn't play as a team, it will likely lose, regardless of the talents of individuals within the team.

There's more than a little irony in that because if individual members of the team are extremely competitive, they'll still lose. So somehow they have to learn to cooperate with each other.

The evolution of that peculiar trait probably contributed to the development of many other human abilities, including the capacity to discuss our needs and our mutual goals.

"If you think about language, what language allows us to do is coordinate our behaviors in ways that other organisms just can't," Kurzban says. "You go over there and stand behind that tree, and I'll come over here and throw this rock, or whatever."

"The fact that people can coordinate in large groups means they can cooperate with one another."

---

distinctive /dɪs'tɪŋktɪv/ *adj.* 有特色的，与众不同的
trait /treɪ/ *n.* 品质；特性；特征
psychologist /saɪ'kɒlədʒɪst/ *n.* 心理学家
assistant professor （级别高于讲师低于副教授的）助理教授
figure out 想出；理解
intergroup /ˌɪntə'gruːp/ *adj.* 社会团体间的

To try to understand how that works, Kurzban and Houser recruited 80 college students, divided them into groups, and gave each participant 50 tokens. The students were told they could keep all of the tokens, or put some of them in a pot that would double in value and then be distributed equally among all the members of the group.

The idea of the experiment was to find out how many of the participants were "cooperators", and would share some of their wealth for the good of the community, and how many were "reciprocators", who would wait and see how much others contributed before deciding how much to toss into the communal pot, and how many were "free riders", who refused to spare a single token for the common good. We all recognize those characters.

Now here's the first surprise, perhaps. Most of us aren't cooperators. We're reciprocators by a whopping margin. No matter which participants were assigned to which groups, about 63 percent always waited to see what George was willing to contribute before anteing up themselves. About 20 percent were free riders, refusing to contribute anything at all and about 17 percent were classified as cooperators who were willing to chip in regardless of what anyone else did.

The researchers think that cooperators, although in the minority, constituted the most powerful force within the group. They established the level of contribution, and the reciprocators, not willing to be left behind, coughed up an equal amount, maintaining the *status quo* and enlarging the pot that was to be shared by all.

Kurzban and Houser think there's something here that could be useful beyond the college lab. How a team leader communicates with all the members of the team can be a major factor in the success of the team.

Since reciprocators respond to cooperators, they need to know quite clearly that George contributed a bundle or they won't give much themselves.

"These cooperators are doing an interesting amount of work because when they are placed in groups with reciprocators they are essentially enlisting large amounts of cooperation from the reciprocal types. So these guys are a key

---

recruit /rɪˈkruːt/ *vt.* 吸收(新成员)，招聘
token /ˈtəʊkən/ *n.* 代币
reciprocator /rɪˈsɪprəkeɪtə/ *n.* 报答者
toss /tɒs/ *vt.* 扔，抛，掷
communal /ˈkɒmjʊnəl/ *adj.* 公共的，公有的
whopping /ˈhwɒpɪŋ/ *adj.* 异常大的；不平常的
ante up 付出，拿出
status quo /ˌsteɪtəsˈkwəʊ/ *n.* 现状
enlist /ɪnˈlɪst/ *vt.* 谋取(或赢得)(赞助、支持等)
reciprocal /rɪˈsɪprəkəl/ *adj.* 互惠的；相互补偿的

element. They draw out the reciprocators," Kurzban says. "They plant seeds of cooperation."

Of course, we're not all college students, and that can be a very different animal. "It's what we call a convenience sample," as Kurzban puts it.

But he believes these findings will be replicated in other experiments involving different age groups and different cultures.

In human evolution, survival of the fittest may simply mean we learn to work together or we die.



Notes

1. **evolutionary psychology** 进化心理学

   A theoretical approach to psychology that attempts to explain "useful" mental traits — such as memory, perception, or language — as the functional products of natural selection. Evolutionary psychology is focused on how evolution has shaped the brain. Though applicable to any organism with a nervous system, most research in evolutionary psychology focuses on humans.

2. **Robert Kurzban** 罗伯特·克斯班

   An assistant professor of psychology at the University of Pennsylvania. His research focuses on the nature of evolved cognitive adaptations for social life. This includes relatively low-level processes of social categorization as well as higher-level processes including cooperative decision-making, discrimination, and social exclusion. He uses methods drawn from experimental economics and cognitive psychology to address these questions.

3. **Daniel Houser** 丹尼尔·豪斯

   Professor of Economics (Ph.D., University of Minnesota, 1998, Experimental Economics), interdisciplinary Center for Economic Science, Department of Economics, George Mason University.

4. **George** 乔治

   This is a handy name to refer to anyone else.

replicate /ˈreplɪkeɪt/ *vt.* 重复；复制

5. **convenience sample** 便利抽样样本

A term from statistics referring to a form of non-probability sample in which the researcher selects readily available respondents.

6. **survival of the fittest** 适者生存

A phrase relating to competition for survival or predominance. Originally applied by Herbert Spencer in his *Principles of Biology* of 1864, Spencer drew parallels to his ideas of economics with Charles Darwin's theories of evolution, which Darwin termed *natural selection*. According to Darwin, the most important factor in organic evolution was natural selection, operating on small casual variations in the organisms whose peculiarities were best adapted to their environment, would have the best chance of surviving and, their superiority being transmitted to their offspring, the net result would be a survival of the fittest and an elimination of the unfit.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. Since people are primarily competitors, why do humans cooperate?

2. Can you figure out "cooperators", "reciprocators" and "free riders"? In the Teamwork Game in Section 1, which role did you play?

3. What are the key elements mentioned for cooperation in a successful team?

____

4. "You can't compete in groups unless people are cooperating within groups." Do you agree with that?

____

II. Vocabulary

Find the words or expressions in the text which mean the following.

1. someone who gets something without paying or working for it, but by benefiting from those who do ( )
2. the basic and important part or feature of a whole system, organization, piece of work, etc. ( )
3. rivals who compete with each other to be more successful ( )
4. the common interests of the people who are considered as a unit ( )
5. to be successful and do better than other people ( )
6. a research sampling technique using the most practical or convenient selection method to provide the necessary respondents ( )
7. a piece of metal or plastics used instead of coins for a particular purpose ( )
8. someone willing to share something because something similar has been done or received ( )
9. public welfare, the benefit of the general public, or that of all citizens ( )
10. a living thing, such as an animal, a plant, a bacterium, or a fungus, that has or can develop the ability to act or function independently ( )

III. Listening Task

1. Listen to a short speech and fill in each gap with one word.

Let's take a quick look at the word "team": t-e-a-m. I want you to remember what that word means to me.

First of all, "t" stands for _____. Team members have to trust each other. Otherwise, nothing gets accomplished. I have to trust that my fellow accountants in the National Society of Accountants have some important things to ______ with me that can help me either __________ or ____________. When we trust, we take the first ______ toward becoming a team.

Then there's "e". E is for ______. You need to have every member of the team giving ___________ effort to make this team work, right?

"A" is for _____. Teams ask for all kinds of things from their members. They ask for _____. They ask for ______. They ask for ____________. They ask for ________. And as members of the team, we need to provide all those things for each other. This will only make our professional society better.

And "m" is for _____. That's why we're here tonight — to celebrate the annual meeting of great accountants in the National Society of Accountants. We need to continue to meet like this at the national level and at the state association level to ______ our professional societies. These conventions create ___________ for us to learn from each other so we can expand into new areas of service to help our members and clients.

2. Can you offer any other creative and reasonable explanation and understanding of the four letters in the word "team"?

IV. Blank Filling

Complete each of the following sentences with one of the phrases given below. Make changes where necessary.

get ahead	figure out	*status quo*	toss into	a bundle
ante up	as ... put it	draw out	chip in	cooperate with

1. We still have not ____________ how the team accomplished the task in such a short time.
2. There is, ____ today's paper ______, no satisfactory explanation for his outrageous comments.
3. The British ________________ the French in this project and achieved great success.
4. How much he will __________ the charitable fund depends on whether he thinks the charitable organization has fulfilled its commitment.
5. He then found it was no easy job to __________ with his new business when competition was so strong.
6. The trustees were asked to _________ $10,000 each for the new scholarship.
7. If everyone _________ a pound, we could get the poor orphan something really nice for her birthday.
8. They are opposed to the coming changes in the tax laws: they desperately want to maintain

the ________

9. He unexpectedly made ________ by selling his hand-made dolls on the web.
10. The new girl kept quiet for a long while, but the interesting discussion, and more importantly, the encouragement of all team members ______ her _____ at last.

V. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " √ " in the blank.

People in your practice may be of different ages, sexes and
abilities. No matter how different they are, but, chances are that they 1. ________
all long to be part of something that matter, to feel that what they do 2. ________
count and that their work is important. 3. ________

This is the common ground which teamwork is built. It is the 4. ________
glue that holds different people together and inspires them to work as
a team to achieve common goals. Without an inspired mission at work, 5. ________
people might still show up, but they will spend their best efforts
elsewhere, where they feel they can make the difference. 6. ________

A mission statement is a living document. It needs to be
reviewed, discussed, interpreted and applied in each new decision 7. ________
to maintain alignment and focus on practice values. This is how a 8. ________
mission statement is brought to life and how it becomes an inspirational and guiding force for teams to use as they pursue their goals.

The test of a mission is not how nice the words look like on a 9. ________
sheet of paper, but rather, how well you use it to give means and 10. ________
direction to the work of the practice.



VI. Reading Comprehension

Read the following passage and choose the best sentence from A to F below to fill in each of the gaps in the passage.

No single action of a manager can earn the loyalty and full support of his people. ________

This demands good judgment, of course. Sometimes managers feel uneasy about divulging certain information to their people. There is no harm in keeping quiet, they reason, but there may be some risk in letting things out. So they pursue a "better-safe-than-sorry" strategy and button up their lips.

_______ Just as sharing information can build *esprit de corps*, withholding it can severely depress morale. When employees sense you always play your cards close to the vest, you risk creating the impression that you mistrust them. Concealment, then, carries a risk.

This doesn't mean you should indiscriminately tell all. _______ However, when there is a choice about sharing news of the department or of the company, playing it safe may be unwise.

Consider, for instance, what happens to information that leaks out about management's plans and activities. As these stories get passed along, they give rise to various distortions and rumors, which almost always have a disquieting influence on work groups. _______ It is in the best interests of both the manager and the company to give employees the straight scoop whenever possible.

_______ One mark of membership in an "inner circle" is the information that its members have that people outside the department do not have. Normally, a person gains access to such information through the performance of his or her job duties. _______

There is always some information at one level that does not automatically filter through to the next. Whenever it is practical to do so, try sharing some of this information deliberately. It's a convincing sign to your people they are trusted members of the team.

A. Besides preventing rumors, sharing information with employees helps build cohesiveness within their group.

B. Some information must necessarily be restricted.

C. People working together tend to develop a camaraderie that springs, in part, from give-and-take in communicating information.

D. In reality, it isn't always safe to be silent.

E. Withholding knowledge that would scotch the rumors simply contributes to confusion.

F. However, one practice is probably more effective than most in making employees feel included — taking them into your confidence.

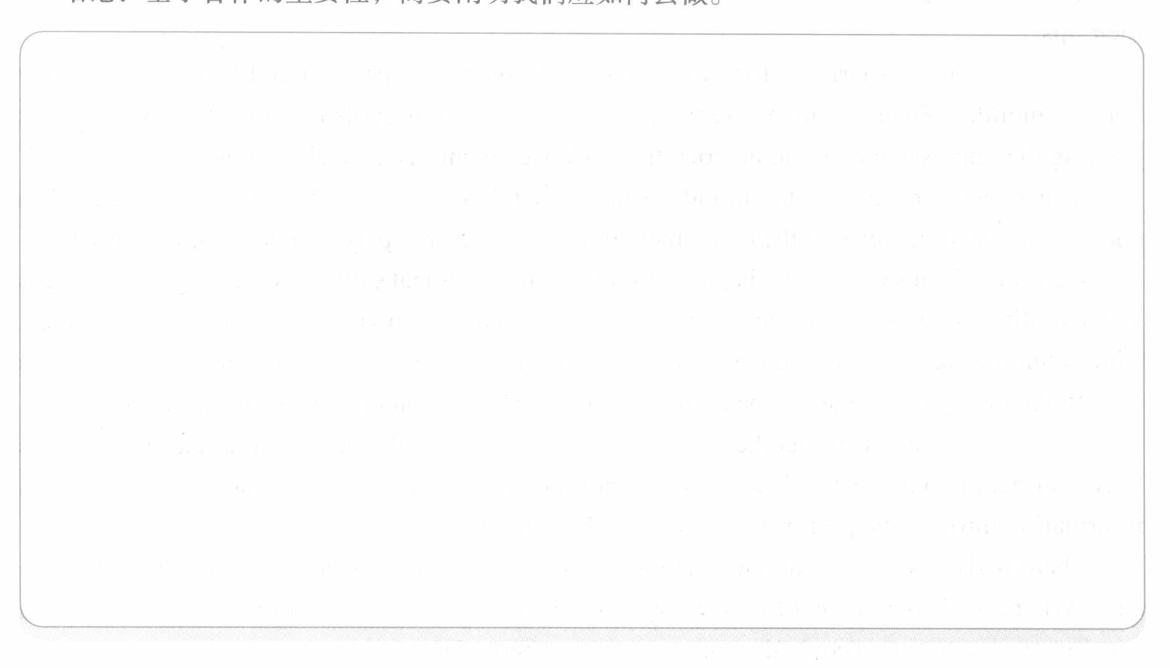


VII. Writing

Write a passage on the topic: *The Importance of Teamwork*. You are expected to write at least 120 words within 30 minutes. The passage must be written according to the outline (given in Chinese) below.

- 每个人都需要有团队合作的精神。

● 从以下方面加以论证：(1) 个人成长、追求个人成功的需要；(2) 高度发展的社会的需要；(3) 心理的需要，如献身于共同事业的满足感或集体荣誉感等。
● 结论：基于合作的重要性，简要阐明我们应如何去做。



Section 4

Supplementary Reading

Building Team Performance

Although there is no guaranteed how-to recipe for building team performance, we observed a number of approaches shared by many successful teams.

Approach 1

All team members need to believe the team has urgent and worthwhile

purposes, and they want to know what the expectations are. Indeed, the more urgent and meaningful the rationale, the more likely it is that the team will live up to its performance potential, as was the case for a customer-service team that was told that further growth for the entire company would be impossible without major improvements in that area. A team works best in compelling context. That is why companies with strong performance ethics usually form teams readily.

Approach 2

No team succeeds without all the skills needed to meet its purpose and performance goals. Yet most teams figure out the skills they will need after they are formed. The wise manager will choose people for their existing skills and their potential to improve existing skills and learn new ones.

Approach 3

Initial impressions always mean a great deal. When potential teams first gather, everyone monitors the signals given by others to confirm, suspend, or dispel assumptions and concerns. They pay particular attention to those in authority: the team leader and any executives who set up, oversee, or otherwise influence the team. And, as always, what such leaders do is more important than what they say. If a senior executive leaves the team kickoff to take a phone call ten minutes after the session has begun and he never returns, people get the message.

Approach 4

All effective teams develop rules of conduct at the outset to help them achieve their purpose and performance goals. The most critical initial rules pertain to attendance (for example, "no interruptions to take phone call"), discussion ("no sacred cows"), confidentiality ("the only things to leave this room are what we agree on"), analytic approach ("facts are friendly"), end-product orientation ("everyone gets assignments and does them"), constructive confrontation ("no finger pointing"), and often the most important, contributions ("everyone does real work").

Approach 5

Most effective teams trace their advancement to key performance-oriented events. Such events can be set in motion by immediately establishing a few challenging goals that can be reached early on. There is no such thing as real team without performance results, so the sooner such results occur, the sooner the team congeals.

Approach 6

New information causes a team to redefine and enrich its understanding of the performance challenge, thereby helping the team shape a common purpose, set clearer goals, and improve its common approach. A plant quality improvement team knew the cost of poor quality was high, but it wasn't until they researched the different types of defects and put a price tag on each one that they knew where to go next. Conversely, teams err when they assume that all the information needed exists in the collective experience and knowledge of their members.

Approach 7

Common sense tells us that team members must spend a lot of time together, scheduled and unscheduled, especially in the beginning. Indeed, creative insights as well as personal bonding require impromptu and casual interactions just as much as analyzing spreadsheets and interviewing customers. Busy executives and managers too often intentionally minimize the time they spend together. The successful teams we've observed all gave themselves the time to learn to be a team. This time need not always be spent together physically; electronic, fax, and phone time can also count as time spent together.

Approach 8

Positive reinforcement works as well in a team context as elsewhere. Giving out "gold stars" helps shape new behaviors critical to team performance. If people in the group, for example, are alert to a shy person's initial efforts to speak up and contribute, they can give honest positive reinforcement that encourages continued contributions. There are many ways to recognize and

reward team performance beyond direct compensation, from having a senior executive speak directly to the team about the urgency of its mission to using awards to recognize contributions. Ultimately, however, the satisfaction shared by a team in its own performance becomes the most cherished reward.



Notes

1. **rationale** /ˌræʃɪəˈnɑːl/ *n.* 基本原理；根本原因
2. **live up to** 做到；与…相配
3. **compelling** /kəmˈpelɪŋ/ *adj.* 引人注意的；引起强烈兴趣的
4. **at the outset** 在开头时
5. **pertain** /pəˈteɪn/ *vi.* 关于，有关
6. **confidentiality** /ˈkɒnfɪˌdenʃɪˈælətɪ/ *n.* 秘密，机密
7. **congeal** /kənˈdʒiːl/ *vi.* 固定，一成不变
8. **impromptu** /ɪmˈprɒmptjuː/ *adj.* 事先无准备的，临时的，即兴的
9. **spreadsheet** /ˈspredʃiːt/ *n.* 空白表格程序
10. **cherish** /ˈtʃerɪʃ/ *vt.* 珍惜，珍爱；爱护

I. The following are the headlines of Paragraphs 2–9. Match these headlines with each paragraph.

1. Set and seize upon a few immediate performance-oriented tasks and goals. (　　　)
2. Spend a lot of time together. (　　　)
3. Establish urgency, demanding performance standards and direction. (　　　)
4. Challenge the group regularly with fresh facts and information. (　　　)
5. Exploit the power of positive feedback, recognition, and reward. (　　　)
6. Set clear rules of behavior. (　　　)
7. Pay particular attention to first meetings and actions. (　　　)
8. Select members for skills and skill potential, not personality. (　　　)

II. Decide whether the following statements are true or false.

1. An urgent and meaningful rationale for a team will lead to the best performance. ( )
2. Teams must make sure to see they possess the right people with all related skills to achieve their goals. ( )
3. The higher the position in a team, the greater the attention that will be given by relevant people, which has a substantial impact on team performance. ( )
4. The beginning of a team is of special importance and any negligence of a leader may produce a negative effect on the team. ( )
5. It is advisable that members are attentive at team meetings and initiate constructive discussions. ( )
6. Early and visible achievements may stimulate the cohesiveness of a team. ( )
7. It is a blessing when a team believes their existing experience and knowledge can meet all the challenges. ( )
8. Productive inspiration and a close relationship will urge a team to sit together because that provides positive impromptu interaction. ( )
9. "Gold star" rewards to best performers will stimulate the desired performance from all team members. ( )
10. There is no one perfect pattern to build effective team performance. ( )

III. What are the key factors to ensure successful teamwork? Can you add one or two important factors?

___

Unit Eleven

Report Writing

Teaching Objectives

In this unit you will learn how to

- discuss why businesses need reports and how these documents can be classified according to their style, purpose, and format;
- describe the six tasks in doing research for business reports;
- explain the three-step process of report planning;
- list the parts of reports and explain the formats of both formal and informal reports.

Section 1

Lead-in Exercises



I. Warm-up Questions

Study the case below. Think about the following questions and discuss them with your classmates.

Peter Chang is an employee of the US Department of Agriculture in the northern section of the San Joaquin Valley in California — one of the most productive agricultural areas in the world. Recently, Peter was promoted to the position of agricultural loan clerk. In his new position, he has many reports to read — reports from farmers who are applying for loans; status reports from farmers who have received loans; and reports from his employer, the federal government, on new loan programs.

After reading so many reports, Peter wonders, "Why are reports so different?" Some are long, some are short. Some are simple, some are complex. Some are easy to read, some are difficult to read. Some are coherent, some are not. Some make recommendations, some do not. Why are reports so different?

Peter also has reports to write. For example, each month, he must send his office manager a memo report informing her of the content of loan reports submitted by recipients and the content of reports from loan applicants. Several times a month, Peter has to send short, informal manuscript reports to the office manager.

Think about Peter's situation and respond to the questions below.

1. How important are reports to Peter's situation?
2. Is there a process that would help reports to be more consistent?
3. Why does the language in the reports sent to Peter by his employer seem "cold" or formal?
4. Why do some reports look like memos? Why do some look like letters? Why do others look different from memos and letters?
5. Why do some reports seem informal and others formal?
6. Why are the reports from the government so long?



II. Quotations

Read the following quotations on reports and notes and exchange your understandings with your partners.

1. If you would convince others, seem open to conviction yourself.

   — *Lord Chesterfield*

2. A word is not a crystal, transparent and unchanging, it is the skin of living thought and may vary greatly in color and content according to the circumstances and time in which it is used.

   — *Oliver Wendell Holmes*

3. The difference between the right word and the almost right word is the difference between lightening and the lightening bug.

   — *Mark Twain*

4. Nothing is more dangerous than an idea, when you have only one idea.

   — *Alain*

5. An expert is one who knows more and more about less and less.

   — *Nicholas Murray Butler*

Section 2

Text

Planning Business Reports

Why Business Needs Reports

Business reports provide the information that allows internal and external users to make effective decisions and solve business problems. Business

reports may travel up and down the organizational hierarchy to link managers with employees. Successful reports are accurate, complete, and unbiased. To be successful, they must present exactly the right kind and amount of information in a clear and convenient manner.

How Reports Are Classified

Whether printed or electronic, business reports fall into six classifications. They may be (1) authorized or (2) voluntary (depending on their source); they may be (3) special or (4) routine (depending on their frequency); and they may be (5) internal or (6) external (depending on their destination). Reports may also be classified as short or long and as formal or informal. Regardless of the source, frequency, or destination of reports, they vary by type. Most are either informational or analytical. (see Table 1)

Table 1 Common Report Classifications

Determinant	Class	Description
Source	Authorized	• Prepared at the request of someone else • Organized to respond to the reader's wishes
	Voluntary	• Prepared on your own initiative • Require more support, more background detail, and more careful explanation of purpose
Frequency	Special	• Prepared for unique situations or one-time (non-recurring) events • Form and organization depend on purpose
	Routine	• Prepared for recurring events (daily, weekly, monthly, quarterly, annually) • Organized in a standard way (often on pre-printed or computerized forms that the writer can simply fill in) • Require less introductory and transitional material

(to be continued)

hierarchy /ˈhaɪərɑːkɪ/ *n.* 等级制度
unbiased /ˌʌnˈbaɪəst/ *adj.* 无偏见的；公正的
authorized /ˈɔːθəraɪzd/ *adj.* 经授权的；经认可的
voluntary /ˈvɒləntərɪ/ *adj.* 自愿的；志愿的
on one's own initiative 主动地

Determinant	Class	Description
Destination	Internal	● Used within the organization ● Often in memo format (especially if they're less than 10 pages)
	External	● Sent to people outside the organization ● Often in letter format (5 pages or less) or manuscript format (more than 5 pages)
Length	Short	● Prepared as a letter, memo, or e-mail report of 10 pages or less ● Usually prepared as a routine report
	Long	● Prepared as a manuscript report of more than 10 pages ● Usually prepared as a special report
Formality	Informal	● Usually prepared as a routine, internal report ● Includes less formal tone, fewer introductory and transitional materials
	Formal	● Usually prepared as a special internal or external report ● Includes more formal tone, more introductory and transitional materials
Type	Informational	● Prepared to inform and educate ● Can be either internal or external
	Analytical	● Prepared to analyze data, draw conclusions, and sometimes make recommendations ● Can be either internal or external

Distinguish Between Formal and Informal Reports

A formal report is more complex and longer than an informal report, which may consist of a body and a title page or of a body only and may also be formatted as correspondence. Formal reports are usually written in the third person, but informality is becoming more acceptable; informal reports are usually written in the first person. Both formal and informal reports use headings to guide the reader through the document.

Distinguish Between Informational and Analytical Reports

Informational reports focus on facts and are intended mainly to inform and educate readers, not to persuade them. In contrast, analytical reports provide data analyses, interpretation, and conclusions.

---

format /ˈfɔːmæt/ *n.* （安排的）格式
vt. 根据格式安排

correspondence /ˌkɒrɪˈspɒndəns/ *n.* 互通的信件，函件
informality /ˌɪnfɔːˈmæləti/ *n.* 非正式

How to Plan Business Reports

As with other business messages, reports benefit from the three-step writing process: planning, writing, and completing. The planning tasks for reports fall into three familiar categories: analysis, investigation, and adaptation. However, certain tasks have a special importance for business reports. For example, when analyzing your purpose, you'll want to put particular effort into defining the problem, limiting the scope of the study, outlining the issues for investigation, developing the statement of purpose, and preparing the work plan.

Analysis

If you're writing an informational report, your assignment may be as simple as gathering last month's sales figures and submitting them to management in a table format. However, if you're writing an analytical report, your assignment will likely involve solving a problem, so begin by developing a problem statement that defines the problem you need to resolve.

A problem statement defines what you're going to investigate, whereas a statement of purpose defines why you are preparing your report.(see Table 2) Other work plan elements include: (1) the tasks to be accomplished and the sequence in which they should be performed; (2) a description of any product that will result from your study; (3) a review of responsibilities, assignments, schedules, and resource requirements; (4) a working outline; and (5) plans for following up after delivering the report.

Investigation

When investigating business reports, you need to complete six basic tasks. (1) Find and access secondary information by knowing what to look for and where to look (in libraries, on the Internet, and in databases). (2) Gather primary information from company documents, casual observations, formal experiments, surveys, or interviews. (3) Evaluate and finalize your sources by judging their relevance and credibility. (4) Process your information by reading the materials you've gathered, quoting and paraphrasing your sources, and giving credit to those sources. (5) Analyze your data by searching for relationships among the facts and evidence you've gathered. (6) Interpret your data by drawing conclusions and developing recommendations when appropriate.

Adaptation

As with other business messages, adapting a report to an audience involves

---

database /ˈdeɪtəbeɪs/ *n.* 数据库，资料库
relevance /ˈrelɪvəns/ *n.* 关联
credibility /ˌkredɪˈbɪlətɪ/ *n.* 可信性，可靠性
credit /ˈkredɪt/ *n.* (出版物的) 出处说明，材料来源说明

establishing a good relationship and selecting the appropriate channel and medium. When preparing business reports, plan to use the "you" attitude, emphasize the positive, establish your own credibility, be polite, use bias-free language, and project the company's image. Then decide whether to convey your report in a letter, memo, or e-mail message or whether you should emphasize formality with a report that's in the form of a manuscript or an oral presentation.

Table 2 Problem Statements Versus Purpose Statements

Our company's market share is steadily declining.	To explore different ways of selling our products and to recommend the ones that will most likely increase our market share.
Our current computer network system is inefficient and cannot be upgraded to meet our future needs.	To analyze various computer network systems and to recommend the system that will best meet our company's current and future needs.
We need $2 million to launch our new product.	To convince investors that our new business would be a sound investment so that we can obtain desired financing.
Our current operations are too decentralized and expensive.	To justify the closing of the Newark plant and the transfer of East Coast operations to a single Midwest location in order to save the company money.



Notes

1. **manuscript report** 手写的报告
   A manuscript report is given a small distribution to a highly specialized audience.
2. **primary information & secondary information** 原始资料和第二手资料
   There are two sources of data available — primary and secondary. Primary research involves gathering fresh, new data, whereas secondary research involves locating data that already has been gathered and reported. Primary information, therefore, refers to the information gathered from primary research, while secondary information refers to the information already gathered and reported.
3. **bias-free language** 客观的语言
   It refers to language that is free from bias.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. What are the six classifications of business reports?

2. How do formal and informal reports differ? How do informational and analytical reports differ?

3. What is a problem statement? And how does it differ from a statement of purpose?

4. What other elements are included in a work plan for a report?

5. What are the six tasks in doing research for business reports?

6. What does it mean to adapt your report to your audience?



II. Pair Work

1. Using the information presented in the text, identify the type of report represented by each of the following examples. Write your answer in the answer column on the right. Then discuss with your partner the general purpose, who the audience is likely to be, what type of data would be used, whether conclusions and recommendations would be appropriate, and what medium would be most appropriate.

Description of Research	Answer
a statistical study of the pattern of violent crime in a large city during the last five years	
a report prepared by a seed company demonstrating the benefits of its seed corn for farmers	
a report prepared by an independent testing agency evaluating various types of cold remedies sold without prescription	
a trip report submitted at the end of a week by a travelling salesperson	
an annual report to be sent to the shareholders of a large corporation	
a report by a police officer who has just completed an arrest	

2. If you were writing the following reports, indicate whether you would use an informal report or a formal report. If you indicate that you would write an informal report, indicate the format you would use — letter, memo, or manuscript. Write your answer in the answer column on the right.

Description of Research	Answer
a two-page report to one of your co-workers	
a four-page informational report to a client	
a two-page informational report to your supervisor	
a seven-page report to your company's new client	
a 25-page report to your company's president	

3. What type of research does each of the following actions represent, primary or secondary? Write your answer in the answer column on the right.

Description of Research	Answer
write to senators to ask about governmental processes	
watch how workers key documents	
read reports in the local library	

(to be continued)

Description of Research	Answer
visit every company location to see if the fire extinguishers work	
check back issues of *The New York Times* to see the high temperature for every day in January in major US cities	
look at government statistics to find out which foreign cities have the largest populations	
ask podiatrists to estimate the percentage of the population that suffers from foot pain	
use the Internet to locate articles about food preparation regulations	

4. There are usually five methods of data collection: examining documents, making observations, surveying people, conducting experiments, and performing interviews. Which one or more of the five methods of data collection would you use if you were researching the following questions?

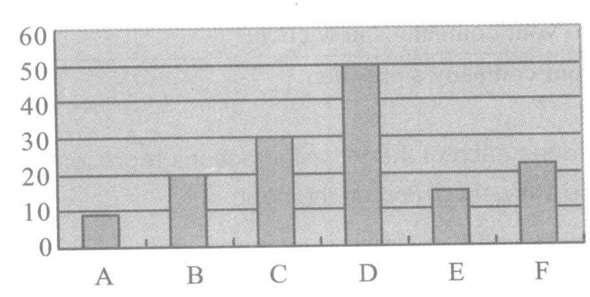
- Has the litter problem on campus been reduced since the cafeteria began offering fewer take-out choices this year than in past years?
- Has the number of traffic accidents at the school's main entrance been reduced since a traffic light was installed?



III. Listening Task

Listen to a description of the graph below and identify what A, B, C, D, E and F stands for respectively.

Food Prices in Hua Lian Supermarket



A.________ B.________ C.________ D.________ E.________ F.________



IV. Teamwork

The college administration has asked you to head a student committee that will look into how the bookstore can ease the long lines during the first two weeks of every term, when students need to buy books. Select your team members to serve on your committee and help plan a feasibility study and an analytical report showing your recommendations. As a first step, your committee should prepare a brief memo to the administration. The memo should accomplish the following.

- Identify the problem (problem statement) and the purpose (statement of purpose).
- Identify two or three likely alternatives to be investigated.
- Clearly identify the criteria for selecting among the opinions.
- Identify the primary and secondary sources of information to be used in the study.



V. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " √ " in the blank.

The two styles of reports are formal and informal. Formal reports generally are
long, analytical, and impersonal. A formal report often contains preliminary part   1. ________
such as a title page, an executive summary, and a table of content, as well as   2. ________
supplementary parts such as bibliography and an appendix.   3. ________

An example of a formal report is a company's annual report to
stockholders or a report to a government regulation agency. Another example   4. ________
is an external proposal, a report that analyzes a problem and recommend a   5. ________
solution to people outside the writer's company.

Informal reports are shorter than formal reports and are written in
a less formal style. Like formal reports, informal reports generally   6. ________
have preliminary or supplementary parts because they usually are concerned   7. ________

with everyday matters that requires little background. In addition, an informal report is organized differently from a formal report. 8. ________

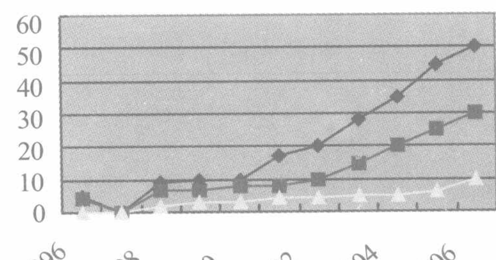
A sales report is an example of an informal report. In a sales report, the writer summarizes sale for a specific period. Another type of informal report, an internal propose, is used to analyze an internal problem and recommend a solution. 9. ________ 10. ________

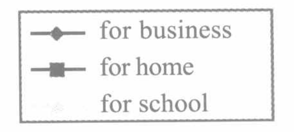


VI. Oral Practice

Have the students practice oral English in pairs. Student A is going to ask Student B to illustrate and describe the chart below, using the sentences provided. And Student B should use the corresponding sentences provided to answer Student A's questions.

Numbers of PC Sold by Xin Hua Supermarket (unit: thousand)





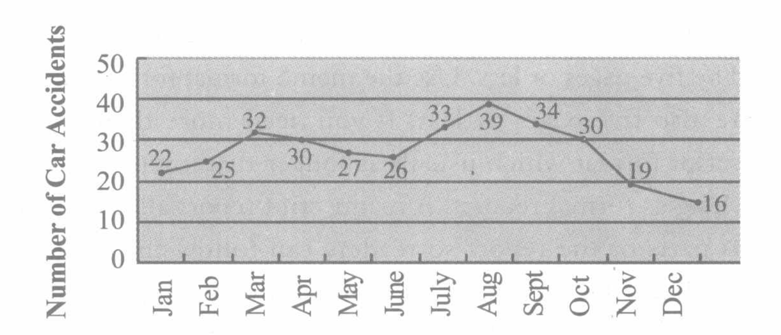
Useful Expressions to Describe the Chart	
Student A	Student B
What does the overall picture of the supermarket's PC sales look like?	The sales increased dramatically from 1996 to 2006.
What were the total sales of computers for homes in 2006?	They are illustrated to have been less than 30 thousand.
Can you describe how dramatic the increase of sales is?	For example, the computers sold to firms increased from 5 to 50 thousand.
What about the situation of sales for schools?	Not as dramatic as businesses' and homes'.
What was the situation before 1996?	The figures suggest that before 1996 sales were very limited.



VII. Writing

Using the information from the following graph, write a report of no less than 120 words on the changes in car accidents that occurred between January and the end of last year. The suggested title is: *Car Accidents Declining in Walton City*. The report must be written according to the outline below.

- Rise and fall of the rate of car accidents as indicated by the graph;
- Possible reason(s) for the decline in car accidents in the city;
- Your predictions about what will happen this year.



Supplementary Reading

Format of Reports

The format of reports varies depending on the nature of the message and the people who will receive them. Informal reports may be formatted like letters, memos, or manuscripts. External reports, those written for people outside the organization, often are written in letter format which generally should be five pages or less. Use the memo format for routine internal reports that are also five pages or less. If you need more than five pages, use the manuscript format which usually is longer than memo or letter reports but not as long as formal reports. A manuscript report allows you to separate the various parts of the report so readers can follow the organization of your material. Regardless of the format used, informal reports usually have three main parts: opening (the introduction), body (findings and supporting details), and closing.

A formal report also has three major parts: preliminary parts, body or text, and supplementary parts.

Table Parts of a Formal Report

Preliminary Parts	Body or Text	Supplementary Parts
• letter of transmittal • title page • table of contents • executive summary	• introduction • findings and analysis • summary, conclusions, and recommendations	• bibliography • appendix

Preliminary parts are the parts of a formal report that appear first, providing the reader with information about the body of the report. A *letter (or memo) of transmittal* is the document requesting a report be written. Use direct order for the letter or memo of transmittal, beginning with a statement such as, "Here is the report you asked me prepare about ..." Include a brief statement of the report objective, followed by a short summary of the report. End by

thanking the person who requested the report and offering assistance if needed. The *title page* includes the report title; the name, title, and address of the person or group that authorized the report; the name, title, and address of the person or group that prepared the report; and the date of submission. You may use the title page as the report cover if the report is short or if the report is for internal use. Otherwise, use a cover made of heavier paper or plastic. *Table of contents* lists report headings in outline form. You can prepare the table of contents after the report is written by listing the main headings shown in the report body and the page number where each heading occurs. The *executive summary*, sometimes called a synopsis or an abstract, is a brief overview of the report. The executive summary is especially important when a report is long and technical because it allows busy readers to grasp the main points quickly without reading the entire report.

The report **body**, which contains the actual report, consists of three parts: the introduction; the findings and analysis; and the summary, conclusions, and recommendations. The *introduction* states the purpose of the report, including any or all of the following topics to be discussed: authorization (statement of who authorized the report and the time and manner of authorization), statement of the problem (reasons for writing the report and the goals to be accomplished), scope (information the report does and does not cover), limitations (factors affecting the scope of the report, such as a limited amount of time or a limited budget), and definitions (list of unfamiliar terms and their definitions). The *findings and analysis* section of the report body presents the findings and the supporting details and examines these results. The *summary, conclusions, and recommendations* section summarizes the findings, draws conclusions, and makes recommendations.

A formal report may also contain **supplementary parts** that follow the report body, such as a bibliography and an appendix. The *bibliography* is a list of sources used in preparing the report, shown in alphabetical order by authors' names. A bibliography shows readers where the information in the report comes from and where to look for additional information. An *appendix* contains material related to the report but too long to be included in the body. Examples of appendix items include questionnaires or a glossary of terms.

Formal reports generally follow specific formatting guidelines. A company may develop its own style manual, a set of guidelines for formatting documents, to help report writers plan the appropriate margins, spacing, headings, and

other details.

Most formal reports (and many informal reports) include visual aids, graphics such as charts, graphs, tables, and illustrations that help the reader understand and interpret the written information. With computers, the production of graphics is much easier and less expensive.



Notes

1. **synopsis** /sɪ'nɒpsɪs/ *n.* （书、剧本等的）提要，概要
2. **abstract** /'æbstrækt/ *n.* 摘要，梗概
3. **alphabetical** /ˌælfə'betɪkəl/ *adj.* 按字母顺序的
4. **visual aid** 直观教具（如图片、电影等）
5. **graphic** /'græfɪk/ *n.* （说明性的）图（或地图、图表）

I. Fill in the following blanks with appropriate words.

1. The three main parts of an informal report are ________, ______, and _______.
2. Informal reports may be formatted as _______, _______, or ___________.
3. The four preliminary parts of a formal report are ________________, _________, _______ _______, and ________________.
4. The three parts of the body of a formal report are ___________, ___________________, and __________________________________.
5. The two examples of supplementary parts of a formal report are ___________ and ________.
6. The topics usually discussed in the introduction to the body of an indirect report are ____________, ____________________, ______, _________, and _________.

II. Decide whether the following statements are true or false.

1. The first step in writing a report is to identify the problem and the report's objective. ( )
2. Identifying the scope enables the report writer to determine how much money to spend on gathering facts. ( )
3. Primary research involves gathering fresh data. ( )

4. Secondary research involves locating data that already have been gathered and reported. ( )
5. A conclusion is based on data. ( )
6. Data lead to conclusions; conclusions lead to recommendations. ( )
7. Informal reports have three main parts: opening, body, and findings. ( )
8. Memo reports should be five pages or less in length. ( )
9. Manuscript reports usually are longer than memo or letter reports but not as long as formal reports. ( )
10. Formal reports usually are written in a personal style, using first- and second-person pronouns such as I, me, and you. ( )
11. A formal report has three main divisions: preliminary parts, body, and supplementary parts. ( )
12. An executive summary explains how information was collected for the report. ( )
13. An appendix and a letter of transmittal are two supplementary parts of a formal report. ( )
14. A bibliography lists the sources of the information in a formal report. ( )

III. Choose Task A or Task B on one of the following topics.

- Business Curriculums at Your Campus
- Enrollment Trends at Your Campus
- Parking Facilities on Your Campus
- Library Facilities on Your Campus

Task A: Write a short analytical report in the steps below.

- Select a topic for a short analytical report.
- Start planning the report by identifying the problem and writing a statement of the problem.
- Define the scope.
- Prepare a preliminary topical outline for organizing your research.
- Conduct secondary research into the problem, using no fewer than five sources.
- Using the research you have conducted for the problem, analyze the data, draw conclusions, and make recommendations.

Task B: Write a brief informational report to your instructor in the steps below.

- Prepare a preliminary outline to guide your research. Then conduct primary research (by interviewing people on campus) or secondary research (by checking reports and other materials).
- Modify the preliminary outline if necessary so it can be used to write the report.

- Determine the main idea that you want to convey in this report.
- Write your problem statement for the report.
- Determine what format should be used for the report. Support your recommendation.
- Write the report.

IV. Translate the following sentences from Chinese into English.

1. 报告是一种文件，为一组特定人群提供关于需要考虑的特殊环境或问题的事实。报告是业务工具，使管理者决策或解决问题成为可能。

2. 开始撰写报告之前，必须先做一些准备工作。即使是简要报告情况，也必须收集有关材料，然后进行整理，使之合乎逻辑、易于理解。

3. 报告可分正式报告和非正式报告两种类型。正式报告的篇幅通常较长，具有分析性和客观的语气。正式报告通常有开头部分，如：标题页、内容提要和目录，以及附加部分，如：参考书目和附录。

4. 大多数业务报告都是非正式报告，且只有一两个目的。它们提供所要求的信息，或分析问题并报告调查结果。这类报告的结构和形式随信息性能和接收者的不同而变化。



Unit Twelve

Presentation

Teaching Objectives

In this unit you will learn how to

- state the causes of stage fright and explain how to control it to help you become an effective speaker;
- recognize the importance of preparation for a speech and identify ways to choose a speech topic that appeals to your audience;
- describe the characteristics of clear spoken language and how to choose effective language in your speech;
- compare various methods of speech delivery and identify nonverbal aspects of delivering a speech.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. How do you define stage fright? Why does it start? What is it that makes you so tense about speaking in front of an audience? Does it affect people engaged in situations other than public speaking?
2. Would you step in front of the class and briefly tell about an earlier occasion on which you experienced some of the feelings of stage fright and tell us what those feelings were?
3. What do you think of the importance of oral presentation in today's world?



II. Mini-Talk

Choose one topic you are interested in from the box below and make a one-minute talk on it in pairs. Think what you should consider when preparing the talk.

camping	disease	equality	nuclear power
college choice	the media	teachers	stereotype
cooking	economics	health care	summer jobs
computers	cell phones	music	hobbies
school grades	automobiles	sports	war
legislation	holiday	career choice	



III. Pair Work

Read the following 7P approaches to the principles of public speaking Engleberg proposed in 1994 and exchange your understandings with your partners.

Purpose: Why are you speaking? What do you want audience members to know, think, believe, or do as a result of your presentation?

People: Who is your audience? How do the characteristics, skills, opinions, and behaviors of your audience affect your purpose?

Place: Why are you speaking to this group now and in this place? How can you plan and adapt to the logistics of this place. How can you use visual aids to help you achieve your purpose?

Preparation: Where and how can you find good ideas and information for your speech? How much and what kind of supporting materials do you need?

Planning: Is there a natural order to the ideas and information you will use? What are the most effective ways to organize your speech in order to adapt it to the purpose, people, place, etc.?

Personality: How do you become associated with your message in a positive way? What can you do to demonstrate your competence, charisma, and character to the audience?

Performance: What form of delivery is best suited to the purpose of your speech? What delivery techniques will make your presentation more effective? How should you practice?



IV. Quotations

Read the following quotations on speech making and exchange your understandings with your partners.

1. Any actor who claims he is immune to stage fright is either lying, or else he's no actor.

   — *Otis Skinner*

2. Of the three elements in speech making — speaker, subject and persons addressed — it is the last one, the hearer, that determines the speech's end and object.

   — *Aristotle*

3. By speaking in front of the class every week, you learn how to make what you say more interesting, colorful, believable, and understandable.

   — *Mari Pat Varga*

4. Talking is like playing the harp. There is as much in laying the hands on the strings to stop their vibration as in twanging them to bring out their music.

   — *Oliver Wendell Holmes*

5. It's greed to want to do all the talking but not to want to listen at all.

   — *Democritus*

Section 2

Text

Building Confidence

While hard work and good ideas are essential to success, your ability to express those ideas and get others to join you is just as important. Much of this verbal expression will be one on one or in small groups but periodically (and for some of us often) you will be involved in more formal and public speaking in front of larger numbers.

"The Human brain is a wonderful thing. It starts working the moment you are born and never stops until you stand up to speak in public." This quote from well-known entertainer George Jessel illustrates what is probably the most common problem faced by those who give public speeches — the problem of stage fright. It is a significant problem for most beginning speakers — an obstacle that can make the difference between success or failure in accomplishing your purpose. Understanding the true nature of stage fight and learning how to control it are two of the most important things you can do as a beginning public speaker.

Understanding Stage Fight

The first step in building speaker-confidence is understanding why you usually feel nervous when speaking in public (or even while preparing to speak in public). Stage fright is a problem that affects the great majority of public speakers, as well as the majority of other people who perform in public. While both experienced and inexperienced speakers suffer from it, those with experience generally handle it more effectively.

---

periodically /ˌpɪərɪˈɒdɪkəlɪ/ *adv.* 定期地；周期(性)地

stage fright 怯场

Stage fright starts in your mind. A strong psychological tension urges you to do well and at the same time reminds you that you might not do very well at all. This tension triggers physical reactions such as sweaty palms, a queasy stomach, a dry mouth, and shaking limbs. Such symptoms of stage fright can prevent a successful speech if allowed to get out of control. At a controlled level, however, it can be helpful, because such internal tension causes your muscles to tighten, your heart and breathing rates to increase, and more adrenaline and oxygen to pump throughout your body. The result is that your brain and body muscles become "supercharged". Your body is carrying out its natural function of preparing you to meet a special situation. Good public speakers can take this effect of stage fright and make it work for them by learning how to control it and channel it properly.

Controlling Your Nervousness

By now you know that a limited amount of stage fright can be of help and can actually promote a successful speech by "overcharging" your body and sharpening your thinking. The next question, then, is "How do I go about controlling my stage fright?"

There are many ways to help control your nervousness effectively. Practicing various relaxation techniques while waiting your turn to speak is helpful in relieving the physical symptoms of nervous tension. If you remember that audiences are sympathetic and that a little tension is good, you will be developing the right mental attitude for public speaking. Concentrating on your topic and the audience rather than on yourself is particularly helpful in controlling excess tension. A speaker who is making sure that the audience is "getting the message" has little time to worry about the impression his or her performance is making.

In addition, injecting humor into your speech helps both you and your audience to relax, and using communicative body movements during your delivery dissipates a lot of your physical tension. In the process of learning to handle the

---

psychological tension 心理紧张
trigger /'trɪgə/ *vt.* 触发，引起
queasy /'kwi:zɪ/ *adj.* 不舒服的
out of control 不受控制，不受支配
adrenaline /ə'drenəlɪn/ *n.* 肾上腺素
supercharge /'sju:pətʃɑ:dʒ/ *vt.* 使超负荷；使过度
relaxation /ˌri:læk'seɪʃən/ *n.* 松弛，放松
dissipate /'dɪsɪpeɪt/ *vt.* 驱散，使(云、雾、疑虑等)消散

specific symptoms of stage fright you will build your confidence. In addition, there is no substitute for actual speaking experience as a cure for stage fright.

Speech critiques can be a useful tool if they are used to benefit the speaker. Be attentive to the critiques of others, using their helpful suggestions. When you are the critic, always be as positive as possible. Be sure that your remarks are kind.

Preparing Your Speech

One of the best methods for dealing with stage fright is thorough preparation which is the process of building your speech in your mind. First, focus on your topic. Both your speech preparation and the speech itself will be easier if you choose a subject that fascinates you. Then analyze the background, attitudes, and interest of your audience to determine exactly how to approach your chosen subject. This may call for formal or informal polls, surveys, and perhaps a questioning of the person who invited you to speak. Selecting your general speech purpose means deciding whether you wish to inform, persuade, entertain, or fulfill some other purpose. Once you have done this, put your topic and general purpose into a specific purpose sentence.

Secondly, research your topic. Thorough research is necessary to discover support for the ideas you will present in your speech. Support takes a variety of forms, the most common of which are facts, statistics, testimony, narratives, examples, and comparisons. Getting to know how to use a library is critical to proper speech research. This means learning how to use the card catalogue and the reference section, as well as seeking help from computerized research services, the reference librarians, and special holdings of your library.

Thirdly, organize and outline your speech. Certain general patterns of speech organization have proven effective for speeches with various purposes. Informative speeches are often organized according to the chronological, spatial,

---

critique /krɪ'tiːk/ *n.* (文艺等的)评论；评论文章
statistics /stə'tɪstɪks/ *n.* 统计；统计资料
testimony /'testɪmənɪ/ *n.* 证据，证明
computerize /kəm'pjuːtəraɪz/ *vt.* 使计算机化；用计算机操作(或处理等)
holding /'həʊldɪŋ/ *n.* 占有物；所有物
chronological /ˌkrɒnə'lɒdʒɪkəl/ *adj.* 按照年月顺序的
spatial /'speɪʃəl/ *adj.* 空间的

and topical patterns. Persuasive speeches more often follow a problem-solving pattern. The string-of-beads pattern is often used for speeches to entertain. Your speech outline should always be guided by a purpose sentence. Every main head in the outline should be a major subdivision of your topic. Subheads give supporting details for each main head.

Finally, rehearse your speech. All the earlier parts of the speech preparation process are brought together and perfected during rehearsal. Find a place for rehearsal that forces you to project your voice. Use your outline to plant the pattern of ideas in your mind, and then speak the ideas aloud to an imaginary audience. Force yourself to speak completely through the outline without backtracking. Repeat your practice at least five to ten times to smooth out rough sections of the speech and to keep it within your time limit. Once you feel confident about solo rehearsal, hold a dress rehearsal with a friend or two.

In short, once you can view stage fright as a normal part of a public speaking experience, you are ready to begin building the kind of confidence you need to be an effective speaker.



Notes

1. **George Jessel** 乔治·杰塞尔

   George Jessel (April 3, 1898 – May 23, 1981) was an American actor, singer, songwriter, and Academy Award-winning movie producer. He was famous in his lifetime as a multitalented comedic entertainer, achieving a level of recognition that transcended his limited roles in movies. He was widely known by his nickname, the "Toastmaster General of the United States" (a parody of Postmaster General) for his frequent role as the master of ceremonies at political and entertainment gatherings.

2. **stage fright** 怯场

   It refers to an anxiety, fear or persistent phobia related to performance in front of an audience or camera. This form of anxiety can precede or accompany participation in

---

topical /ˈtɒpɪkəl/ *adj.* 题目的；主题的；论题的

subdivision /ˈsʌbdɪˌvɪʒən/ *n.* 再分；由再分分成的部分

subhead /ˈsʌbhed/ *n.* 小标题；副标题

rehearse /rɪˈhɜːs/ *vt.* 排练；练习；演练

rehearsal /rɪˈhɜːsəl/ *n.* 排练；练习；演练

backtracking /ˈbæktrækɪŋ/ *n.* 返回；退缩回去

solo /ˈsəʊləʊ/ *adj.* 单独(进行)的；单独表演的

any activity involving public self-presentation. Often the term "stage fright" is conflated with a fear of speaking in public. Performance anxiety is also observed in athletes. In this case it is interpreted as a fear to under-perform. Quite often stage fright arises in a mere anticipation of a performance, often long time ahead. It has numerous manifestations: fluttering or pounding heart, tremor in hands and legs, diarrhea, facial nerve tics, dry mouth. Stage fright may be observed in ordinary people, beginning artists, as well as in accomplished ones. In the 1980s, five causal elements were found to be present in the experience of stage fright: (1) I perceive or imagine the presence of significant others who are able to judge me. (2) I consider the possibility of my visible failure at a task. (3) I feel a need to do well to avoid failure. (4) I feel uncertain as to whether I will do well. (5) I focus on my own behavior and appearance. When experiencing stage fright, one focuses one's attention on the visible appearance of the performance. A possible way of reducing stage fright would be to increase one's awareness of others, without considering them as judges. In summary, optimal strategies of coping with stage fright include "focusing on process rather than results, the moment of experience rather than the future, positive approach goals rather than negative avoidance goals, and self-acceptance rather than self-doubt".

3. **adrenaline** 肾上腺素

Adrenaline, also known as epinephrine, was isolated and identified in 1895 by Napoleon Cybulski, a Polish physiologist. The discovery was repeated in 1897 by John Jacob Abel. Jokichi Takamine, a Japanese chemist, independently discovered the same hormone in 1900. In 1901 he isolated and purified the hormone adrenaline from cow glands. It was first artificially synthesized in 1904 by Friedrich Stolz. It plays a central role in the short-term stress reaction. It is released from the adrenal glands when danger threatens or in an emergency. Such triggers may be threatening, exciting, or environmental stressor conditions such as high noise levels, or bright light. When secreted into the bloodstream, it rapidly prepares the body for action in emergency situations. The hormone boosts the supply of oxygen and glucose to the brain and muscles, while suppressing other non-emergency bodily processes (digestion in particular). It increases heart rate and stroke volume, dilates the pupils, and constricts arterioles in the skin and gastrointestinal tract while dilating arterioles in skeletal muscles. It elevates the blood sugar level by increasing catabolism of glycogen to glucose in the liver, and at the same time begins the breakdown of lipids in fat cells. Like some other stress hormones, adrenaline has a suppressive effect on the immune system.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. What are the two emotions that cause the tension leading to stage fright?

2. How can controlled stage fright help a speaker?

3. How can thorough preparation for a public speech reduce nervousness?

4. Discuss ways that humor can be used to relax the speaker and to make positive contact with the audience. What precautions should be taken when humor is included in speeches?



II. Listening Task

1. Listen to a dialogue between a student and his teacher on overcoming fear of public speaking.

Take notes and present the ten questions and their answers.

Questions	Answers / Tips
1. How can I relax while giving a speech?	
2. What is the best way to prepare for a speech?	
3. What is the best way to practice for a speech?	
4. Should I take a class on public speaking?	
5. What can I do if I lose my place and get all flustered?	
6. What can I do to avoid shaking all over before a speech?	
7. If I get easily flustered, which is best: should I be the first person to speak or the last?	
8. What can I do to have good eye contact?	
9. How can I have relaxed gestures?	

(to be continued)

Questions	Answers / Tips
10. What do I do if I drop my cards?	

2. Discuss with your partner and comment on the teacher's answers. Give your own suggestions to solve the ten questions in a way you think more effective.



III. Group Work

1. In small groups, make a list of as many symptoms of stage fright as possible.

2. Each student can choose one of the symptoms of stage fright listed that he or she has experienced

and demonstrate a solution to the symptom that he or she can employ while presenting a speech.

3. Each group can develop an illustrated poster or flyer suitable for duplication for the class. The symptoms and solutions for stage fright can be treated humorously.

4. The following is what the student council has suggested. Compare with your list to see if there is anything you can add to your own list.

Symptoms	Solutions
trembling hands and a rattling manuscript	Use 3 × 5 cards. Place them on the desk and slide each card to one side after it has been used.
stumbling over words — getting "tongue tied"	Deliberately slow down your speaking rate until the problem disappears.
the feeling that you cannot get enough breath	Speak slowly. Take longer pauses between sentences. Breathe from your diaphragm through your nose.
unwillingness to look at the audience	In the beginning, do not look directly at individuals. Instead, look just above their heads or slightly to one side of their faces. Later, pick the friendliest face in the audience and look first at that person.
excessive perspiration	Ignore it. Do not call attention to it by wiping your hands or forehead.
cold hands and feet	Make some platform movement and gestures.
hoarse or squeaky voice	Before a speech, tape record your rehearsal sessions and concentrate on eliminating vocal problems. If this problem occurs during a speech, ignore it.
dry mouth	Speak slowly to avoid getting tongue tied. Do not lick your lips in front of the audience.
tense muscles	Use platform movement and gestures.
cramps, butterflies, or stomach noises	Remember that the audience is ordinarily not aware of such symptoms. Ignore them as much as possible.
wanting to return to your seat	Resist this feeling at all costs. The best way to control stage fright is by having experience in public speaking.
feeling inferior	Try dressing for the speech in the outfit that makes you look your best. Naturally, it must be appropriate to the audience and occasion.

5. Each group prepares a short speech suggesting an action that the student council takes. Then one student representing the group delivers his or her speech to the class.

6. Before delivering the speech on a suggested action, each speaker should be assigned a

partner from the same group who will prepare a brief critique and present it immediately after the speaker sits down.



IV. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " √ " in the blank.

An essential aspect of any research project is disseminate of the	1. ________
findings arised from the study. The most common ways to make others	2. ________
aware your work is by publishing the results in a journal article, or by	3. ________
giving an oral or poster presentation (often at regional or national meeting). While efforts are made to teach the elements of writing a	4. ________
journal article in many graduate school curriculum, much less attention	5. ________
is paid to teach those skills necessary to develop a good oral or poster presentation — even though these arguably are the most common and	6. ________
most rapid ways to disseminate new findings. In addition, the skills needing	7. ________
to prepare an oral presentation can be used in a variety of setting — such as	8. ________
preparing a seminar in graduated school, organizing a dissertation defense,	9. ________
conducting a job interview seminar, or even addressing the potential philan-thropic sources!	10. ________



V. Reading Comprehension

Read the following passage and choose the best sentence from A to F below to fill in each of the gaps in the passage.

The question-and-answer session that follows many speeches uses a type of informative speech. It is an on-the-spot set of unrehearsed answers that measures a speaker's knowledge, alerts a speaker to areas in a speech that were unclear or needed more development, and gives listeners a chance to probe for ideas.

In some instances, a question-and-answer session allows receivers to point out weaknesses in a speaker's arguments or present alternative views. ________ If confronted by a hostile questioner, the speaker has to determine whether he or she wants to deal with the issue or remind the prober that the

purpose of this part of the speech is to ask questions, not give a counter speech or engage in debate.

_______ Ask the program chairperson about the process to be used and the time limit. Tell him or her of any restrictions you wish to place on this segment of the speech. Some speakers like to call on participants; others prefer that the chairperson entertain the questions. _______ If you have any restrictions, let the chairperson know of them before you give the speech, and inform the audience of the rules.

_______ Once this hurdle is overcome, however, questions may flow spontaneously. To overcome the first-question trauma, you may want to have someone in the audience prepared in advance to ask a question. Another technique is to ask a question yourself. This can be accomplished by stating, "I've often been asked my views concerning ..." and then answering by indicating your views.

Knowing when to end a session is also very important. Do not wait until interest has waned or people begin leaving. _______

A. Be willing to be corrected or at least to recognize another's viewpoint.

B. The most difficult part of many question-and-answer sessions is to get the first question asked.

C. These occur more frequently after persuasive speeches than after informative presentations.

D. Some presenters want all questions written out beforehand so they can select the questions they will answer.

E. You can lose the positive effect of a speech by having an overlong question-and-answer session.

F. When you enter into a question-and-answer session, set the ground rules.



VI. Writing

Choose one of the following broad topics: *Pets*, *Hobbies*, *Summer Jobs*, *Vocation Sites*, *Careers*, and *Sports*. For each topic, identify narrower topics that could be used for five-minute speeches. Then write a skeletal outline for a speech on that topic. Your outline should include a title, an introduction (the main idea of your talk), a body with three to five main heads, and a brief conclusion.

Supplementary Reading

Delivering Your Speech

Delivering a speech is not the same as delivering the mail or a loaf of bread. Generally, the mail and the bread are neither improved nor harmed during the process of being delivered to their destination. On the other hand, a speech can be made much better or much worse by the manner in which it is delivered.

Using Different Methods of Delivery

Over the years, four basic methods for delivering public speeches have developed. One might be called *the manuscript method*. Using this method, speakers write down everything they plan to say to their listeners, then bring their manuscripts to the podium and read them to the audience. A second method, called *the memorization method*, also begins with a written manuscript but differs in that the manuscript is memorized word-for-word and not used during the delivery. Using a third method, *the extemporaneous method*, speakers prepare outlines of the ideas of their speeches beforehand, but do not memorize an exact pattern of words. They choose the words with which to clothe their ideas as they are speaking. Outlines or note cards may or may not be used. The fourth method, called *the impromptu method*, is used on occasions when people must speak "off the cuff", with no chance for previous preparation. This method demands that the speakers both organize their ideas and choose their words as they proceed through their speeches.

While each has certain advantages and disadvantages, the most helpful one for a beginning speaker to master is the extemporaneous method. Once speakers have gained some experience with this method, they can begin experimenting with various combinations of the methods until each speaker discovers his or her own most effective style.

Choosing Effective Language

Words are the garments with which speakers clothe their ideas. Wise speakers choose their language very carefully in order to display their ideas effectively. Clarity ranks as the most important quality of spoken language. Clarity means using reasonably short sentences and simple words. It means using concrete and specific language that paints pictures in the listeners' imaginations. It also calls for the restatement of the main ideas in a speech. Finally, it requires the removal of unnecessary words. Language that is simple and direct makes the best impact on an audience.

Language may also be used to emphasize certain points. Varying vocabulary, sentence length, and sentence structure is one way of achieving this. Other devices are contrast — the use of balanced phrases; rhetorical questions — questions that need no answer; repetition — repeating the same words or phrases; and climax — saving the most important item in a series until last.

Figures of speech can help get your meanings across vividly. Comparison, contrast, and exaggeration can highlight ideas and make them memorable. Similes and metaphors compare two essentially unlike things. Personification is a way of giving human qualities to nonhuman things. Hyperbole emphasizes through intentional exaggeration. Its opposite, understatement highlights a matter by downplaying its importance. Irony makes the literal meaning of the spoken word the opposite of the intended meaning.

Language problems to be avoided, or approached cautiously, include unintentional connotations, euphemisms, clichés, stereotypes, slang, and incorrect grammar. Some of these should always be avoided; others can be helpful if used sparingly.

Recognizing Nonverbal Aspects of Delivery a Speech

Remember that your speech begins when you rise from your chair and approach the speaker's platform. Move vigorously, but not hastily; arrange any notes you may have; and look at your audience for several seconds before speaking. Other nonverbal aspects of speech delivery include eye contact, gestures, platform movement, and appearance. Finally, you should remember that your speech is not truly over until you have regained your seat. When you have concluded your speech, look around your audience, then leave the platform in a confident, unhurried manner, and return to your seat.

Since being heard is basic to giving a speech, learn to breathe deeply and maintain enough volume, pitch, and rate to create interest or change a mood. Articulation and pronunciation both play an important part in forming sounds into recognizable words and verbal symbols. Use pauses effectively as well.

Visual aids significantly improve the interest of a presentation. However, they must be relevant to what you want to say. A careless design or use of a slide can simply get in the way of the presentation. What you use depends on the type of talk you are giving. Here are some possibilities:

- overhead projection transparencies (OHPs);
- 35mm slides;
- computer projection (PowerPoint, applications such as Excel, etc.);
- video and film;
- real objects — either handled from the speaker's bench or passed around;
- flip-chart or blackboard — possibly used as a "scratch-pad" to expand on a point.

Make sure you know in advance how to operate the equipment and also when you want particular displays to appear.

Special Problems of Delivering a Speech

As a speaker, you must know how to deal with a number of special situations. First, you must know how to handle a lectern, as well as how to get along without one. A speaker's stand is a convenient place to lay notes or a manuscript. When one is not available, notes must be held inconspicuously in the hands. You must also be able to handle a microphone. You should rehearse with it and test it shortly before the speech. If distractions or interruptions occur during a speech, they must be handled calmly and with poise. If the interruption is minor, it is usually wise to ignore it; if it creates a major disturbance, you must handle it decisively.

As with most personal skills, oral presentation cannot be taught. Instructors can only point the way. So as always, practice is essential, both to improve your skills generally and also to make the best of each individual presentation you make. Finally, enjoy yourself. The audience will be on your side and want to hear what you have to say!



Notes

1. **off the cuff** 即兴地；非正式地
2. **rhetorical question** （不必回答、只为加强印象或获取效果的）修辞性疑问句
3. **figure of speech** 修辞手段
4. **euphemism** /ˈjuːfəmɪzəm/ *n.* 委婉说法；委婉（词）语
5. **cliché** /ˈkliːʃeɪ/ *n.* 陈词滥调，用滥了的套语

I. Match each method in Column A with a specific situation in Column B.

Column A	Column B
( ) 1. the manuscript method	A. The mayor of a city talks at a press conference about an agreement just reached with the city's sanitation workers.
( ) 2. the memorization method	B. A woman is asked by a television reporter on the street for her assessment of a new housing law.
( ) 3. the extemporaneous method	C. A sales manager analyzes last year's performance at a sales meeting.
( ) 4. the impromptu method	D. A candidate accepts a political party's nomination for the office of governor.

II. John F. Kennedy said: Churchill "mobilized the English language and sent it into battle." Do you agree with what he said? What did he mean by those words? Study the following quotations of Winston Churchill and discuss his use of language.

- I have nothing to offer but blood, toil, tears, and sweat. (on becoming Prime Minister of Great Britain near the beginning of the Second World War)
- … we shall not flag or fail. We shall go to the end … we shall fight in the seas and oceans … we shall fight on the beaches, we shall fight on the landing-grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender. (on June 4, 1940, speech to House of Commons)

- Never in the field of human conflict was so much owed by so many to so few. (when the RAF defeated the German Luftwaffe)

III. Try a speech activity and evaluate the performance.

- Of all the principles of good delivery, which are the most difficult to master? Which comes more naturally to the beginning speaker? Arrange a list in the order of difficulty from the most difficult to the least difficult.
- Have your three- to five-minute speech filmed and then analyze your speaking behavior objectively. You can also play the film to your classmates and ask them to evaluate your speech by completing a critique sheet. Your verbal and nonverbal performance will be rated. Check carefully both your own analysis and the critique sheets made by your classmates to determine what aspects of speaking you can work on in the future. Take notes in your speech notebook of those areas that need improvement.

Unit Thirteen

Pressure Relief

Teaching Objectives

In this unit you will learn

- symptoms and causes of work-related pressure;
- how to deal with pressure.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. What is work pressure? Do you feel any pressure at work?
2. Why is your job making you sick?
3. What do you think can cause work pressure?



II. Term Understanding

State your understandings of the following terms.

1. de-stressing
2. managing stress
3. antistress techniques
4. threshold of stress tolerance
5. stress reduction / stress-reduction techniques



III. Quotations

Read the following quotations on work pressure and exchange your understandings with your partners.

1. Man is so made that he can only find relaxation from the kind of labor by taking up another.

   — *Anatole France*

2. When work is a pleasure, life is a joy! When work is a duty, life is slavery.

   — *Maxim Gorky*

3. Every calling is great when greatly pursued.

   — *Oliver Wendell Holmes, Jr.*

4. Work and love — these are the basics. Without them, there is neurosis.

   — *Theodore Reik*

Section 2

Text

Combat Job Stress: Does Work Make You Sick?

In our society, work underlies self-esteem and identity. Unemployment typically lowers the sense of self-worth, produces anxiety, depression and increased illness risks. On the other hand, monotonous, soulless jobs can erode self-identity, stifle initiative and impair mental health, leading to injuries, absenteeism and unwanted staff turnover. Job satisfaction depends not only upon the task in hand but also on the work culture or atmosphere. "In essence," notes one expert from Toronto's Addiction Research Foundation, "an organization that imposes superfluous stress, ignores employee needs and rides roughshod over their autonomy is likely to damage health and increase alcohol and substance abuse." The organization of work is a health issue in which employees "do better when they feel more in command".

Stress-Related Worker Complaints on the Rise

In recent years, complaints of job distress have skyrocketed. One US survey found that almost a quarter of the workforce aged 25 – 44 suffered from stress-induced nervous strain severe enough to "diminish performance". The US National Institute for Occupational Safety and Health reports that stress-related disorders are fast becoming the most prevalent reason for worker disability claims.

In Canada, as in the rest of the industrial world, absenteeism has tripled during the past 15 years, almost one third of it attributed to stress-linked disorders. Over 60 per cent of Canadians claim to have experienced "negative job stress" during the past year. Stressed employees are more likely to be involved in accidents, make mistakes and miss work.

---

absenteeism /ˌæbsənˈtiːɪzəm/ *n.* 旷课(率); 旷工(率)　　ride roughshod over 横暴地对待，欺凌

turnover /ˈtɜːnˌəʊvə/ *n.* (人员等的)流动，流通

Although hard to evaluate, stress-related disorders can arise from monotonous tasks, authoritarian supervision, time pressure, tight schedules, lack of stimulation, coercion, harassment and poor employee-to-employee interaction. The more stressful the work atmosphere, the greater the likelihood of stress-linked symptoms such as fatigue, anxiety, insomnia, headaches, dizziness, panic attacks, depression, cardiac disorders, backache and other muscular syndromes, and substance abuse — with a resultant rise in injuries and absenteeism.

Understanding the Stress Pathway

Evolution marvellously prepared human beings for danger through the "fight or flight" response. In the immediate, alarm stage of this reaction, the adrenal glands release stimulatory hormones, the heartbeat accelerates, extra glucose is supplied for energy and blood is diverted to working muscles. But while very apt for fighting or fleeing tigers, the "fight or flight" response hardly equips us for the stresses of modern life. A little stress is a stimulus, making us more alert and "on the ball", but although some stress can improve performance, too much is counterproductive.

Stress is a "state of arousal" provoked by specific stressors that call on the body's physical and mental reserves, triggering physiological, psychological and biochemical changes. A stressor is any force, change or event that calls upon a person's inner resources.

Stressors can be environmental (excess noise, bad fumes), job-related (a bullying boss) or personal (an abusive spouse). They can be acute (such as nuclear accidents, bereavement), developmental (such as marriage, job promotion) or ongoing (such as poverty, an alcoholic parent). Some stressors — for instance, a job switch or marriage — are welcome changes, but still produce stress. The more stressors people are exposed to, the greater the stress or distress.

Continued or frequent exposure to stressors can produce profound

---

coercion /kəʊ'ɜːʃən/ *n.* 强制，胁迫
interaction /ˌɪntər'ækʃən/ *n.* 相互作用；相互影响
insomnia /ɪn'sɒmnɪə/ *n.* 失眠；失眠症
cardiac /'kɑːdɪæk/ *adj.* 心脏的；心脏病的
adrenal gland 肾上腺
glucose /'gluːkəʊs/ *n.* 葡（萄）糖
on the ball 警觉的
counterproductive /ˌkaʊntəprə'dʌktɪv/ *adj.* 产生相反结果（或效果）的
stressor /'stresə/ *n.* 紧张性刺激
physiological /ˌfɪzɪə'lɒdʒɪkəl/ *adj.* 生理学的；生理的，生理机能的
biochemical /'baɪəʊ'kemɪkəl/ *adj.* 生物化学的
bereavement /bɪ'riːvmənt/ *n.* 丧亲；丧友

physical, emotional and psychological reactions. Skyrocketing levels of corticoid (steroid) hormones and other biochemical changes may lead to typical stress reactions: exhaustion, headaches, muscular aches, insomnia, anxiety disorders, depression, elevated blood pressure, increased risks of heart disease and weakened immune (white blood cell) defence. But stress reactions vary widely, depending on the way individuals perceive events or stressors — as a threat or a challenge — and their personal problem-solving skills. The long-term outcome of prolonged stress also varies from person to person: for example, some develop changes in blood lipids (fats) — with increased cardiovascular risks — or reduced immune defence with increased susceptibility to infection. Some overuse alcohol, tobacco and other substances. Substance abuse generally worsens rather than relieves the mental strain.

One Person's Threat Is Another's Challenge

Individual differences explain why — faced with events such as war, hijacking, job demotion or relocation — people react differently. Some hide and give up, others rise to the challenge and develop new skills. The same situation can seem challenging ("the spice of life") or terrifying ("the kiss of death"), depending on how it's interpreted. The amount of stress people can handle depends on past experiences, individual "hardiness", inner resources, upbringing, coping mechanisms and social support. What one person finds devastating can stimulate another. Thus, a new supervisor, democratization of the workplace or computerization may present an intriguing challenge to some, while in others it provokes anxiety. A noon fitness class might relieve tension in some but prove stressful to those who dislike group activities or hate wearing shorts.

Tracking Job Stressors

A hierarchical, nonparticipatory, authoritarian organization that gives employees little decision-making influence over the execution of their work increases job

---

corticoid /ˈkɔːtɪkɔɪd/ *n.* 皮质类固醇
steroid /ˈsterɔɪd/ *n.* 类固醇
immune /ɪˈmjuːn/ *adj.* 免疫的；有免疫力的
lipid /ˈlɪpɪd/ *n.* 脂，脂质
cardiovascular /ˌkɑːdɪəʊˈvæskjʊlə/ 心血管的
susceptibility /səˌseptəˈbɪlətɪ/ *n.* 易受感染（患病）性；敏感性
demotion /ˌdiːˈməʊʃən/ *n.* 降级；降低地位
relocation /ˌriːləʊˈkeɪʃən/ *n.* 重新安置；调动
democratization /dɪˌmɒkrətaɪˈzeɪʃən/ *n.* 民主化

distress. Arbitrary changes made without consulting employees can engender great anxiety. Conflicts or disagreement with a boss or workmates and uncertainty about responsibilities are also powerful stressors. Some stressors are an inescapable part of the job. For example, telephone operators feel stressed by being monitored for their voice and client approach, while also being bombarded with consumer questions they can't answer — about weather conditions, road reports, restaurants or movies. Teachers experience high stress when, in addition to uninterested pupils, they face extra administrative chores and meal duties. The latest trend to total quality management, emphasizing "customer satisfaction" and "zero defects", can exert enormous pressure on employees.

Specific workplace stressors include:

- unrelieved task overload, high pressure;
- needlessly intimidating supervision — "rule by fear";
- bullying, discrimination, harassment;
- monotony, boredom, underused capabilities;
- little control and low decision-making influence;
- changes — even those meant to "humanize" and improve conditions — being "shunted around";
- ambiguous roles, blurred lines of authority;
- conflicts, not getting along with supervisors, workmates;
- social isolation, lack of support, poor communication;
- no feedback, lack of encouragement;
- few learning, career or promotional opportunities;
- competition and job insecurity.

Humanizing Workplace Design and Organization

Work stress can be reduced by changing people or altering the work situation. "To be effective," states one psychologist, "stress-reduction strategies must include organizational changes." Although stress often stems from poor work conditions, many organizations still focus on changing individual behavior by education, training and lifestyle improvement. "Yet," notes one corporate health consultant, "trying to combat job stress by changing individual behavior without correcting workplace flaws is a lost cause." Modern

---

arbitrary /'ɑːbɪtrərɪ/ *adj.* 任意的；专断的，专横的

engender /ɪn'dʒendə/ *vt.* 产生；造成；引起

shunt /ʃʌnt/ *vt.* 推迟讨论，回避讨论（问题）

experts believe the real solution to job stress lies in humanizing and democratizing the workplace, identifying stressors and targeting what needs to be changed. It can mean restructuring jobs to give workers more control over the tasks performed, better incentives and a voice in planning changes. "Yet," bemoans one corporate consultant, "the current system, and especially labor laws, are set up to hinder rather than encourage a collaborative process." Much remains to be done.



Notes

1. ***Combat Job Stress: Does Work Make You Sick?*** 《应对职场压力：工作会使你生病吗？》

   The text is an excerpt from *Combat Job Stress: Does Work Make You Sick?* by Hilary A. Beard (Essence, March, 2002), available at http: //www.findarticles.com/p/articles/mi_m1264/is_11_32/ai_83667269.

2. **Toronto's Addiction Research Foundation** 多伦多戒毒研究基金会

   A division of the Centre for Addiction and Mental Health. The Centre for Addiction and Mental Health (CAMH) is Canada's leading addiction and mental health teaching hospital. CAMH is fully affiliated with the University of Toronto and is a Pan-American Health Organization and World Health Organization Collaborating Centre. CAMH was formed in 1998 as a result of the merger of the Clarke Institute of Psychiatry (Department of Psychiatry, University of Toronto), the Addiction Research Foundation, the Donwood Institute and Queen Street Mental Health Centre.

3. **US National Institute for Occupational Safety and Health** 美国国家职业安全及卫生研究院

   The US National Institute for Occupational Safety and Health (NIOSH) is the federal agency responsible for conducting research and making recommendations for the prevention of work-related injury and illness. NIOSH is part of the Centres for Disease Control and Prevention (CDC) in the Department of Health and Human Services.

bemoan /bɪˈməʊn/ *vt.* 对…表示惋惜；悲叹

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. What are the consequences of work-related stress?

2. What can cause stress-related disorders?

3. What symptoms can stress cause?

4. How would you describe people's reaction to challenge?

5. Name some specific workplace stressors.

6. How can we reduce work stress?



II. Listening Task

1. Listen to a talk on how to reduce stress and fill in the missing information.

Herbert Benson's relaxation response

- Sit or recline comfortably. Close your eyes if you can, and relax your muscles.
- Breathe deeply. To make sure that you are breathing deeply, ______________________________ ______________________________
- Slowly exhale. As you do this, focus on your breathing. ______________________________ ______________________________.
- ______________________________; allow them to pass on and return to focusing on your breathing.

Paul Rosch's "proven stress-busters"

- Curl your toes against the soles of your feet ______________________________. Progressively tense and relax ______________________________.
- Visualize lying on a beach, ______________________________ ______________. Or, if you prefer, picture yourself in whatever situation makes you happiest.
- Set aside 20 to 30 minutes a day ______________________________.
- ______________.
- Keep a Walkman handy ______________________________.

2. Check with your partner and make sure you have got the correct answers.

3. Try Herbert Benson's relaxation response. How did you feel? Did the tricks work? Discuss with your partner.

4. What do you think of Paul Rosch's "proven stress-busters"? Are they going to work? What other remedies can you suggest?

III. Pair Work

1. Below is a list of some of the factors that commonly cause work-related stress. Which factors

are most likely to cause your stress? With your partner, rearrange the factors in the list, starting with the most likely.

- long hours
- heavy workload
- changes within the organization
- tight deadlines
- change of duties
- job insecurity
- lack of autonomy
- boring work
- insufficient skills for the job
- over-supervision
- inadequate working environment
- lack of proper resources
- lack of equipment
- few promotional opportunities
- harassment
- discrimination
- poor relationships with colleagues or bosses
- crisis incidents, such as an armed hold-up or workplace death

2. A person suffering from work-related stress can help themselves in a number of ways. Below is some advice. What would you most likely do to relieve work stress? With your partner, rearrange the advice in the list, starting with the most likely.

   - Think about the changes you need to make at work in order to reduce your stress levels, and then take action. Some changes you can manage yourself, while others will need the cooperation of others.
   - Talk over your concerns with your employer or human resources manager.
   - Make sure you are well organized. List your tasks in the order of priority. Schedule the most difficult tasks of each day for times when you are fresh, such as first thing in the morning.
   - Take care of yourself. Eat a healthy diet and exercise regularly.
   - Consider the benefits of regular relaxation. You could try meditation or yoga.
   - Make sure you have enough free time to yourself every week.
   - Don't take out your stress on loved ones. Instead, tell them about your work problems and ask for their support and suggestions.
   - Drugs, such as alcohol and tobacco, won't alleviate stress and can cause additional health problems. Avoid excessive drinking and smoking.
   - Seek professional counseling from a psychologist.

- If work-related stress continues to be a problem despite your efforts, you may need to consider another job or else a career change. Seek advice from a career counselor or psychologist.



IV. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " ✓ " in the blank.

Unremitting job demands, coupled with little no control, can grind people into the ground. The combination is a deadly duo that produces not only mental strain, but can also elevate blood pressure and decrease heart disease risks. Authoritarian practices that allow employees little or no influence over the pace and execute of tasks produce great distress.

It's a fallacy to think that high-level positions carry the most stress. Although executives, bureau chiefs and medical officers bear heavy responsibilities, they also possess the authority to carry through their plans. Bosses who "run the car" tend to be less stressed than subordinates who lack control. Assistants, secretaries and nurses, who often take the brunt of making things run smoothly but without authority to make decisions, are highly likely to job distress.

Employees who feel more in demand of their work are likelier to gain mastery over other aspects of life, including their health. Jobs that give workers at least a modicum of control over the work method and pace generally increases self-esteem and, while demanding, produce efficacious employees who are "energetic, assertive and self-reliant". Employees who take part in the decision-making are generally more cooperative, more prone to sabotage, errors and ill. Supportive relationships can help to mute the good effects of job distress. Sharing and discussing problems may increase the strain.

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________



V. Reading Comprehension

Read the following passage and choose the best sentence from A to F below to fill in each of the gaps in the passage.

Work-related stress can be caused by various events. For example, a person might feel under pressure if the demands of their job (such as hours or responsibilities) are greater than they can comfortably manage. ________ In Australia, the total cost of workers compensation claims for stress-related conditions is estimated at over $200 million every year. According to the National Health and Safety Commission, work-related stress accounts for the longest stretches of absenteeism. However, what one person may perceive as stressful, another may view as challenging. ________

"Learned helplessness" can carry over into everyday life.

While some react to stress by trying to alter circumstances, many adopt a helpless, passive attitude, withdraw, stop trying and take sick leave. Lack of decision-making influence induces a depressed attitude aptly called "learned helplessness". ________ The learned helplessness may spill over into everyday life, undermining the will to make decisions, causing apathy and lack of interest in community affairs. Feeling helpless at work, people come to believe they cannot alter any aspect of their lives.

If the distress is not recognized and alleviated, the sense of helplessness may become entrenched and lead to ill health. "Instead of facing and dealing with mental health problems," explains one therapist, "ailing workers who feel helpless may become disabled, dependent persons, unable to work." Anxiety, depression or other stress-related disorders often express themselves as physical ailments, such as muscular pain, headaches, digestive upsets, sleeplessness and cardiovascular (heart) symptoms. ________ Taking on the sick role because of organic ailments, they seek medical instead of the needed psychological therapy.

Therapy can alleviate stress-linked disorders.

Appropriate counseling can ferret out sources of stress and help to relieve it. "It's crucial," notes one psychotherapist, "to emphasize the normalcy and frequency of emotional and psychological problems, which afflict over half the workforce at some time." ________

________ Many programs are run off-site, and are available at no cost to employees and their families, offering assistance not only with relationship, anxiety and other problems, but also for legal, financial, child and eldercare concerns. Some have a 1–800 number and many also offer trauma response services around the clock.

A. People may unconsciously deny the underlying reasons for distress, labelling mental and emotional problems as physical ailments that call for medical treatment, thus avoiding the stigma of mental illness.
B. Employee assistance programs, available in many companies, offer confidential advice and assistance for mental, emotional or other problems that disrupt family and work lives.
C. Whether or not a person experiences work-related stress depends on the job, the person's psychological make-up, and other factors (such as personal life and general health).
D. Even brief counseling by a professional can do wonders and markedly diminish stress, perhaps short-circuiting "illness behavior", getting workers back to work.
E. Learned helplessness may be the cumulative end-point of master-servant relationships and being endlessly treated as a subordinate.
F. Other sources of work-related stress include conflict with co-workers or bosses, constant change, and threats to job security, such as potential redundancy.



VI. Writing

With the help of the information given below, write a short passage on the topic: *Work-Related Stress Is a Management Issue.*

It is important for employers to recognize work-related stress as a significant health and safety issue. A company can and should take steps to ensure that employees are not subjected to unnecessary stress, including:

- Ensure a safe working environment.
- Make sure that everyone is properly trained for their job.
- De-stigmatize work-related stress by openly recognizing it as a genuine problem.
- Discuss issues and grievances with employees, and take appropriate action when possible.
- Devise a stress management policy in consultation with the employees.
- Encourage an environment where employees have more say over their duties, promotional prospects and safety.
- Organize to have a Human Resources Manager.
- Cut down on the need for overtime by reorganizing duties or employing extra staff.
- Take into account the personal lives of employees and recognize that the demands of home will sometimes clash with the demands of work.
- Seek advice from health professionals, if necessary.



Section 4

Supplementary Reading

Coping with Work Pressure

As the English saying "If you want something to be done, give it to the busiest person" may suggest, it is not the quantity of work but the sense of failing to accomplish a task within the specified time that gives rise to work pressure. If an individual is subjected to work pressure for a long time, its effect on the body becomes evident. We, therefore, need to learn the art of coping with work pressure.

Most of the time when we boast how well we have completed a task, we find that we are efficient without being effective. The difference between the

two can be made out as follows:

Efficiency Implies	Effectiveness Means
doing the job right	doing the right job
solving problems	producing creative alternatives
safeguarding resources	optimizing resource utilization
discharging duties	obtaining results

Most importantly, an efficiently executed task does not necessarily get rid of work pressure, but effectiveness does.

We get a divided response when people at work are asked the question, "Who has more work pressure, a clerk or a chief executive officer?" The perception and interpretation of work pressure differ from man to man. A positive state of mind definitely changes attitudes toward work. For instance, if an individual feels that the work allotted to him should have been given to somebody else and that he is working on behalf of his senior (or his boss), he may find the situation stressful. If, on the other hand, he views the work assigned to him as his own, he can take it up as a challenge instead. In the second situation he owns the responsibility and looks at the work very differently. In contrast to stress, which dissipates energy, challenge stimulates energy and the individual is able to utilize all his potential. He enjoys work and is able to deal with work pressure in a far better way. Khalil Gibran has put it well: "Work is love made visible, and if you cannot work with love but only distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy."

In an organizational set-up, a little change in the style of an individual may help a lot in coping with work pressure. The following suggestions may help in examining one's style of working and improving it.

Get Organized and Streamline the Tasks

A person may be highly talented, and yet may end up squandering all his talent if he does not streamline the tasks and get himself organized. The office desk of a disorganized manager has a cluttered appearance: the drawers are full of papers, there is evidence of unfinished tasks such as unanswered letters. He forgets scheduled appointments and misses important deadlines at work. He ends up investing his energies in unproductive, trivial assignments instead of attending to vital and crucial tasks. A disorganized person feels guilty and is

not even able to enjoy recreational pursuits.

While streamlining the tasks, the least urgent task should be replaced by the most urgent one. However, urgent errands should not be allowed to take over important matters. The list of tasks should be reviewed on a day-to-day basis and the tasks should be reprioritized daily. This list should be so placed that it is easily visible and can act as a constant reminder. Remember the 6Ps: Proper Planning Prevents Particularly Poor Performance.

Learn How to Delegate

We tend not to delegate work to our subordinates for fear that it will not be done as well as we can do it ourselves. We may even doubt the intellectual capacity of our subordinates to complete the task. But if we do not delegate, how will people working under us learn? People must be entrusted with responsibilities and be given authority. They should be provided with knowledge, information and other support needed for completing the task. They may even fail, but if they do, they will learn from the failure and improve as the result.

Most organizations buy only the compliance part in the following equation:

$$\text{Commitment} = \text{Compliance} + \text{Discretion}$$

Unless discretion is used in addition to compliance, employees do not really become effective. An inspired subordinate uses his discretion judiciously and is able to complete the task, which in turn reduces work pressure on the manager.

Manage the Boss

Every boss has certain likes and dislikes and he wants that the task should be completed in his way. If the task is not completed according to his wish, juniors may have to do it once again. The juniors should also understand the idiosyncrasies of the boss and adapt themselves accordingly. Subordinates must also remember that the boss has an ego. Even if the junior is more effective than the boss, it should not be reflected in his behavior.

Value Time as Money

Successful people are able to cope with work pressure by prioritizing

tasks and properly managing the available time. They know that work often expands to fill in time available for its completion. They value time as money and have due regard for the time of others. For each task or appointment, they always ask themselves, "How much time will it need?" They know that creative work needs more time, and therefore they allow more time for tasks like planning, report writing and problem analysis. They have also learnt to use the waiting time, for example, at an airport or a railway station productively.

Success depends upon competence, destiny and attitude towards work. Gaining competence through learning and experience is indeed a long-term exercise. Destiny is not reliable. Therefore, attitude towards work and ability to deal with work pressure become important tools to be successful in life. Vince Lombardini is quoted as saying, "The only place where success comes before work is the dictionary."

The retiring individual analyses the work undertaken by himself during his career. He realizes that it was only the difference in the perception of and the attitude towards work, which had resulted in pressure. He thinks, given a second chance, he would plan the entire work-life very differently and would definitely perform better. But who gets such an opportunity?



Notes

1. **dissipate** /'dɪsɪpeɪt/ *vt.* 浪费；消耗
2. **alms** /ɑːmz/ *n.* 施舍物，救济金
3. **clutter** /'klʌtə/ *vt.* 乱糟糟地堆满，把…弄得杂乱
4. **idiosyncrasy** /ˌɪdɪə'sɪŋkrəsɪ/ *n.* （个人特有的）气质，习性，癖好

I. Answer the following questions.

1. What is the difference between "efficiency" and "effectiveness"?

2. How can one's state of mind affect the perception and interpretation of work pressure?

____

3. What is a disorganized person like?

____

4. How can we streamline our tasks?

____

5. How can we manage our boss?

____

6. How can we successfully manage time to reduce work pressure?

____

II. Decide whether the following statements are true or false.

1. Different people have different perceptions and interpretations of work pressure. ( )
2. Every boss wants that the task should be completed in his way. ( )
3. If the junior is more effective than the boss, it should not be reflected in his behavior. ( )
4. Attitude towards work and ability to deal with work pressure are important tools to be successful in life. ( )

III. Do you agree with these sayings?

- If you want something to be done, give it to the busiest person.
- Work is love made visible, and if you cannot work with love but only distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy.
- Proper Planning Prevents Particularly Poor Performance.
- We tend not to delegate work to our subordinates for fear that it will not be done as well as we can do it ourselves.
- Commitment = Compliance + Discretion



Unit Fourteen

Leadership

Teaching Objectives

In this unit you will learn

- what is leadership;
- leadership qualities and skills;
- leadership styles;
- the importance of leaders;
- how to become an effective leader.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. What is leadership?
2. How important is leadership to a business?
3. What qualities do you think a leader should possess?
4. Do you think leaders should have "leadership skills"? If your answer is yes, what skills do you think they should have?



II. Pair Work

Work in pairs and discuss the following questions.

1. What leadership qualities do you see in each other? How do you know that he / she possesses such qualities?
2. How do you think leaders should lead?



III. Quotations

Read the following quotations on leadership and exchange your understandings with your partners.

1. Leadership in today's world requires far more than a large stock of gunboats and a hard fist at the conference table.

   — *Hubert H. Humphrey*

2. The real leader has no need to lead — he is content to point the way.

   — *Henry Miller*

3. To lead people, walk beside them ... As for the best leaders, the people do not notice their existence. The next best, the people honor and praise. The next, the people fear; and the next, the people hate ... When the best leader's work is done the people say, "We did it ourselves!"

— *Lao-tsu*

4. A competent leader can get efficient service from poor troops, while on the contrary an incapable leader can demoralize the best of troops.

— *General of the Armies John J. Pershing*

5. The final test of a leader is that he leaves behind him in other men the conviction and will to carry on.

— *Walter J. Lippmann*

6. No man will make a great leader who wants to do it all himself, or to get all the credit for doing it.

— *Andrew Carnegie*

7. Leadership is practiced not so much in words as in attitude and in actions.

— *Harold Geneen*

8. The task of the leader is to get his people from where they are to where they have not been.

— *Henry Kissinger*

Section 2

Text

The Three Pillars of Leadership

In the 1980s Tom Peters and Robert Waterman, in their best selling book, *In Search of Excellence*, glorified the Visionary Leader. At a time when entrepreneurs were changing the fundamental nature of the business world, Peters and Waterman said, "Developing a vision and living it vigorously are essential elements of leadership. Great leaders have a simple, compelling and crystal-clear vision." Warren Bennis, the popular academic guru of leadership, agreed. He

---

pillar /ˈpɪlə/ *n.* 栋梁，台柱；主要的支持者

visionary /ˈvɪʒənərɪ/ *adj.* 有预见的；有眼力的

suggested that the definition of leadership should be, "The capacity to create a compelling vision and translate it into action and sustain it." So, clearly vision is the essence.

But then, in the 1990s Daniel Goleman came along, and in his best selling book, *Emotional Intelligence* and later in *Primal Leadership*, told us that it wasn't just vision but emotional intelligence and social skills that made great leaders. He emphasized the importance of relationship building skills: social awareness, empathy, reading the social currents of organizational life, influencing skills, communication skills, building social bonds, facilitating teamwork and collaborating. So, clearly, relationship skills are the essence.

Then, in 2002, Larry Bossidy and Ram Charan told us, in their best selling book *Execution*, that although vision and relationship building skills were important, it was really execution that mattered. "Every great leader," they wrote, "has an instinct for execution." They suggested that the major challenge for leaders is to create an "architecture" of execution — a culture and environment in which executing effectively is deeply valued by everyone. So, clearly execution is the essence of leadership.

This brings to mind the parable of three blind men describing an elephant. The one who grabbed the tail was sure that the beast resembled a rope. The one who wrapped his arms around a thick leg was sure that it was very similar to a tree. The one who latched onto the trunk concluded that the animal was related to the snake. It appeared that none of the three men was able to grasp the entire picture.

It is our belief that the three perspectives outlined above represent three fundamentally different styles of leadership. Some great leaders are visionaries. Some are relationship builders. Others are superb managers of execution. Each can be successful but will tend to focus on a specific aspect of leadership. Each will have natural strengths and weaknesses. All three are rarely found in the same individual. Yet, most organizations need all three to be successful.

Indispensable Leadership Skills

Like gravity, which quietly did its work for several billion years before

---

bring to mind 使人想起

parable /'pærəbl/ *n.* （说教性）寓言，比喻

latch /lætʃ/ *vt.* 抓住

trunk /trʌŋk/ *n.* 象鼻

gravity /'grævətɪ/ *n.* 重力，引力；地心吸力



Newton had his revelation under the apple tree, or DNA, which has invisibly structured the bodies of all living things since the beginning of time, the Three Pillars of Leadership may represent timeless principles or natural laws, necessary for building and guiding any successful human organization. If you carefully investigate the leadership of any thriving organization, past or present, you will find the Three Pillars in operation — even if nobody knows they are there.

What are they?

First, they are *styles of leadership*, three different ways that leaders lead.

Second, they are *key roles* that all leaders must play, to the best of their ability, in managing or directing an organization.

Third, they are *natural functions* essential to the operation of any organization. As a living organism depends on natural functions such as respiration and digestion, an organization needs leaders who can provide these three functions — who can play these roles and exemplify these leadership styles — if the organization is to survive and thrive.

The Three Pillars of Leadership

Using a method of statistical analysis called *factor analysis*, we have found that the skills, competencies, and personality traits of leaders cluster into three fundamental building blocks or styles required of effective leaders. These we have called *Visionary Evangelist*, *Relationship Builder*, and *Manager of Execution*.

Visionary Evangelist

Visionary Evangelists see possibilities and inspire others with their vision. They are leaders who have the ability to articulate a compelling picture of a desirable future state and this picture motivates people to follow their lead. Based on their natural creativity and astute observations of the marketplace, the global economic environment, technology trends, scientific developments and consumer behavior, the Visionary Evangelists generate new ideas,

---

respiration /ˌrespəˈreɪʃən/ *n.* 呼吸(作用)
digestion /dɪˈdʒestʃən/ *n.* 消化(作用)
evangelist /ɪˈvændʒəlɪst/ *n.* 福音传道者；(某一事业的)狂热鼓吹者
astute /əˈstjuːt/ *adj.* 敏锐的，精明的

approaches, products or solutions. They are self-confident risk takers who create, sell, and drive the strategy of the organization. They are also effective public spokespersons, who use their enthusiasm and charisma to build confidence in the organization's potential for success. They take charge, push for action, and instill a sense of urgency to achieve the organization's goals. Many, if not most, entrepreneurs are Visionary Evangelists.

Relationship Builder

Being a leader requires followers. Leaders develop leverage by enlisting the support and capabilities of others. This requires outstanding social skills and emotional intelligence and the ability to read other people and connect with them. The Relationship Builder is the kind of leader who does this most effectively. They build followership by listening to others, understanding their needs, building relationships based on trust, reading the social dynamics of the team, showing respect and sensitivity, handling disagreements diplomatically and having a direct, sincere, approachable style. Their presence in an organization helps create a positive work environment. Leaders who are Relationship Builders develop loyalty by investing in building their relationships with their coworkers. They are open to the ideas of others, and are willing to share power. Their social skills provide the personal glue that holds together the organization.

Manager of Execution

Leaders who are effective Managers of Execution provide structure, focus, discipline and a sense of priority to the organizations they lead. They are excellent administrators, and are skilled at getting things done. Put simply, they know how to get results, accomplish objectives and see projects to completion. Whereas Visionary Evangelists are only concerned with broad-brush direction and high level strategy, the Manager of Execution develops the tactical plans and operational disciplines that enable the execution of the vision. They can be

---

charisma /kəˈrɪzmə/ *n.* (吸引效忠的)领袖气质；个人魅力

instill /ɪnˈstɪl/ *vt.* 逐渐灌输

leverage /ˈliːvərɪdʒ/ *n.* 力量；影响

dynamic /daɪˈnæmɪk/ *n.* 动力，原动力

broad-brush /ˈbrɔːdˌbrʌʃ/ *adj.* 大略的；笼统的

counted on. Nobody needs to worry about their meeting commitments. In fact, they are quite skilled at being sure that others meet their commitments; they excel when it comes to holding others accountable. Managers of Execution put an organization's systems and processes in place and monitor and measure to be sure projects are completed on time and on budget. They are practical realists who are sensitive to boundaries and limits. It is the Manager of Execution who provides the rigor and control necessary to keep the organization on course.



Notes

1. ***The Three Pillars of Leadership*** 《领导力的三大支柱》
   The text was adapted from "Introduction: The Evolution of the Three Pillars" of *The Three Pillars of Leadership: Discovery of a New Leadership Model*, by Richard Hagberg and Jack Forem.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. What are the different views on the essence of leadership held by the authors? Which view

---

in place 适当的，适时的

would you agree with and why?

2. Why does the author use the parable of three blind men describing an elephant?
3. What are the three pillars of leadership?



II. Vocabulary

Match each word in Column A with its explanation in Column B.

	Column A	Column B
( )	1. rigor	A. an adhesive force or factor
( )	2. count	B. shrewd
( )	3. in operation	C. eternal
( )	4. astute	D. general
( )	5. charisma	E. working
( )	6. read	F. rely
( )	7. glue	G. examine and grasp the meaning of
( )	8. broad-brush	H. personal charm
( )	9. timeless	I. a simple story illustrating a moral or religious lesson
( )	10. instill	J. implant
( )	11. indispensable	K. catch
( )	12. trunk	L. severity
( )	13. latch	M. proboscis
( )	14. parable	N. breathing
( )	15. respiration	O. essential



III. Listening Task

1. Listen to a talk on ethical and effective leadership and fill in the missing information.

(1) This leadership is part ________, part ______, part ________, part ____________, part _______ and

part ___________, all bound together in an ironclad package called integrity.

(2) If you do not model integrity for the people you propose to lead, you are not a leader. You are merely ___________________________ the organization has to offer. You are simply a person who exchanged ______________________, __________________ and _______________.

2. Fill in the following table.

	Ten Considerations for the New Leadership Standard
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



IV. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " ✓ " in the blank.

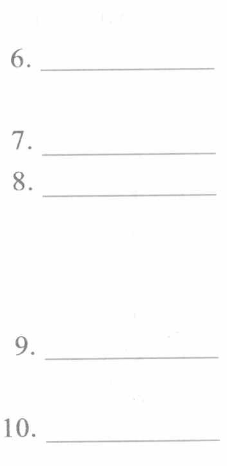
Academic research confirms that leaders have the greatest impact on
organizations when the environments are predictable. With the globalization — 1. ___________
of markets, rapid changes in technologies, and a growing number of
competitors, firms are grown to appreciate good leadership throughout the — 2. ___________
ranks and view it as vital for staying on top of uncertain and fast-changing
environments.

Beyond explaining the subtle interrelationship between leading and
managing, Useem chucks the tired platitudes about upward and downward
management and insists that leadership should be viewed as a three-pronged — 3. ___________
compass — downward, outward, upward, and inward — a compass that
moves in all four directions.

The skill of delegation work downward is being supplemented by the talent for working outward with partners, Useem explains. Lateral leadership — which tech leaders leverage partners' strengths instead of directing subordinates' actions — is required for achieving results when managers have authority to guarantee them.

Outward and upward leadership is about taking charge when managers are not formally in charge. It assures that advice arrives and information flows to all points on the corporate compass, not just from the bottom down, Useem says. But for these distinct forms of leadership to work well, they also require inward self-assurance and personal self-confidence.

Because the downward capacity has always defined what leadership is all about, the other three features are well appreciated, Useem notes. "The complete manager requires an aptitude for working all cardinal points of the leadership compass, and we have thus better go on with the task of mastering the outward, upward, and inward components as well."



4. ____________

5. ____________

6. ____________

7. ____________

8. ____________

9. ____________

10. ____________



V. Translation

Translate the following passage from English into Chinese.

Leadership is always important for business success, but now leadership with integrity is critical. We are in the midst of a seminal change in the business environment — from the Information Age to the New or Knowledge Economy. Key for business success is leadership and organizational culture. However, the news is filled with CEOs who are falling from grace and there is talk of a "leadership crisis" and of "toxic cultures".

The image of business leaders has been declining for some time. Starting in the early 1980s we began to see a seemingly endless parade of mindless downsizing, reengineering, reorganizing and inauthentic PR, all focused on satisfying the investment community. Corporate leaders seem to excel at investor relations and fail in the vital relationships with their own people and their customers.

The damage caused by these poor leaders is too often hidden until it is too late. We need to examine business practices that lead to how these scoundrels got to their high office and identify the true characteristics of real authentic leaders. After all, somehow these scoundrels got to the top, whether by promotion or approval by the Board of Directors.



VI. Reading Comprehension

Read the following passage and choose the best sentence from A to H below to fill in each of the gaps in the passage.

The New Face of Leadership

The desire to understand, define and explain the essence of leadership has interested researchers and scholars for most of the twentieth century. _______ Most of these explanations have focused on a single person and his or her personal qualities and skills. Social scientists have tried to identify what abilities, traits, behaviors, sources of power or aspects of the situation determine how effective a leader will be able to influence others.

_______ In fact the word did not come into usage until the late 19th century. Although the words "lead" and "leader" have a much longer history, they usually referred only to authority figures. _______ In fact, contemporary definitions most often reject the idea that leadership revolves around the leader's ability, behaviors, styles or charisma. Today, scholars discuss the basic nature of leadership in terms of the "interaction" among the people involved in the process: both leaders and followers. Thus, leadership is not the work of a single person; rather it can be explained and defined as a "collaborative endeavor" among group members. Therefore, the essence of leadership is not the leader, but the relationship.

_______ Joseph Rost of the University of San Diego is one of the most popular writers in recognizing the shift from the industrial concept of leadership (leader-centered view) to a paradigm he calls the post-industrial concept of leadership. In his book *Leadership for the Twenty-First Century*, he articulates a definition of leadership based on this post-industrial perspective, a definition he believes is more consistent with contemporary organizational life. Rost's definition says that leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes.

This contemporary definition is composed of four basic components, each of which is essential and must be present if a particular relationship is to be called leadership. (1) The relationship is based on influence. _______ Therefore, the relationship is not based on authority, but rather persuasion. (2) Leaders and followers are the people in this relationship. If leadership is defined as a relationship, then both leaders and followers are practicing leadership. He does not

say that all players in this relationship are equal, but does say all active players practice influence. Typically there is more than one follower and more than one leader in this arrangement. (3) Leaders and followers intend real changes. Intend means that the leaders and followers promote and purposefully seek changes. _______ (4) The changes the leaders and followers intend reflect their mutual purposes. The key is that the desired changes must not only reflect the wishes of the leaders but also the desires of the followers.

Rost reminds us that leadership is not what leaders do. _______ In today's society, leaders operate in a shared-powered environment with followers. No longer does a single leader have all the answers and the power to make substantial changes. Instead, today we live in a world where many people participate in leadership, some as leaders and others as followers. Only when we all work together can we bring about successful changes for our mutual purposes.

Many organizational theorists would agree that Rost's definition is more consistent. _______ This traditional approach to leadership is characterized by a top-down philosophy, where the leader is decisive, efficient, unemotional and in-control. The changes in the way we view leadership can also be found in other disciplines where descriptions of our world are objective, single, mechanical, hierarchical and controllable. The post-industrial leadership paradigm, on the other hand, is characterized by collaboration, power-sharing facilitation and empowerment. This new view of the world is more complex and diverse, mutually shaping and spontaneously changing.

A. The birth and evolution of the idea of "leaderSHIP" focuses on a much more complex concept that reaches beyond the single leader.

B. Slowly scholars and practitioners alike are giving up on the old ways of leadership, the industrial paradigm.

C. Rather, leadership is what leaders and followers do together for the collective good.

D. In their efforts to find an "accurate and precise" definition of leadership, thousands of studies have been published in the last several decades alone.

E. One result of this transformation in the concept of leadership has been the rethinking of leadership definitions.

F. Real means that the changes intended by the leaders and followers must be substantial.

G. Contrary to popular thinking, the term "leadership" is a recent addition to the English language.

H. This influence is multidirectional, meaning that influence can go any way (not necessarily top-down), and the influence attempts must not be coercive.



VII. Writing

You have just heard Howard Adamsky on what integrity means for leadership. According to him:"If you do not model integrity for the people you propose to lead, you are not a leader. You are merely

the highest level of a bad example the organization has to offer. You are simply a person who exchanged character for prominence, morality for position and ethics for power." Write a short passage to present your view on this.

Section 4

Supplementary Reading

Leadership Styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. There are normally three styles of leadership:

- authoritarian or autocratic;
- participative or democratic;
- delegative or free reign.

Although good leaders use all three styles, with one of them normally dominant, bad leaders tend to stick with one style.

Authoritarian or Autocratic

This style is used when the leader tells his / her employees what he / she wants done and how he / she wants it done, without getting the advice of his / her followers. The appropriate conditions in which to use it are, for example, when you have all the information to solve the problem, or when you are short on time, and your employees are well motivated.

Some people tend to think of this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. This is not the authoritarian style ... rather it is an abusive, unprofessional style called "bossing people around". It has no place in a leader's repertoire.

The authoritarian style should normally only be used on rare occasions. If you have the time and want to gain more commitment and motivation from your employees, then you should use the participative style.

Participative or Democratic

This type of style involves the leader including one or more employees in on the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that your employees will respect.

This is normally used when you have part of the information, and your employees have other parts. Note that a leader is not expected to know everything — this is why you employ *knowledgeable* and *skillful* employees. Using this style is of mutual benefit — it allows them to become part of the team and allows you to make better decisions.

Delegative or Free Reign

In this style, the leader allows the employees to make the decision.

However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks.

This is not a style to use so that you can blame others when things go wrong, rather this is a style to be used when you have the full trust and confidence in the people below you. Do not be afraid to use it; however, use it wisely!

Paternalism

Paternalism has at times been equated with leadership styles. Yet most definitions of leadership normally state or imply that one of the actions within leadership is that of *influencing*. For example, the Army uses the following definition: "Leadership is influencing people — by providing purpose, direction, and motivation — while operating to accomplish the mission and improving the organization."

The Army further goes on by defining "influence" as a "means of getting people to do what you want them to do. It is the means or method to achieve two ends: operating and improving. But there's more to influencing than simply passing along orders. The example you set is just as important as the words you speak, and you set an example — good or bad — with every action you take and word you utter, on or off duty. Through your words and example, you must communicate purpose, direction, and motivation."

"Paternalism" is defined as: "a system under which an authority undertakes to supply needs or regulate conduct of those under its control in matters affecting them as individuals as well as in their relationships to authority and to each other."

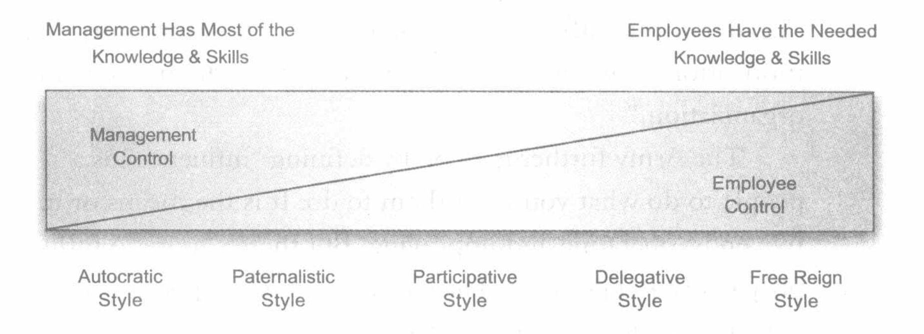
Thus paternalism supplies needs for those under its protection or control, while leadership gets things done. The first is directed inwards, while the latter is directed outwards.

Geert Hofstede's studied culture within organizations. Part of his study was on the dependence relationship or *Power Distance* — the extent to which the less powerful members of an organization expect and accept that power is distributed unequally. To measure inequality or *Power Distance*, Hofstede studied three survey questions from a larger survey that both factored and carried the same weight:

- frequency of employees being afraid to express disagreement with their managers;
- subordinates' perception of their boss's actual decision making style (paternalistic style was one choice);
- subordinates' preference for their boss's decision making style (again, paternalistic style was one choice).

He developed a Power Distance Index (PDI) for the 53 countries that took the survey. Their scores range from 11 to 104. The higher the number a country received, the more autocratic and / or paternalistic the leadership, which relates to employees being afraid or unwilling to disagree with their bosses. While lower numbers mean a more consultative style of leadership is used, which translates to employees who are not as afraid of their bosses.

Leadership Styles



For example, Malaysia has the highest PDI score, being 104, while Austria has the lowest with 11. Sweden has a relatively low score of 31, while France has a PDI of 68. The USA's is 40. Note that these scores are relative, not absolute, in that relativism affirms that one culture has no absolute criteria for judging activities of another culture as "low" or "noble".

Keeping the above in mind, it seems that some picture paternalistic behavior as almost a barbaric way of getting things accomplished. Yet, leadership is all about getting things done for the organization. And in some situations, a paternalistic style of decision making might be required; indeed, in some cultures and individuals, it may also be expected by not only those in charge, but also the followers. That is what makes leadership styles quite interesting — they basically run along the same continuum as Hofstede's PDI, ranging from paternalistic to consultative styles of decision making. This allows a wide range of individual behaviors to be dealt with, ranging from beginners to peak performers. In addition, it accounts for the fact that

not everyone is the same.

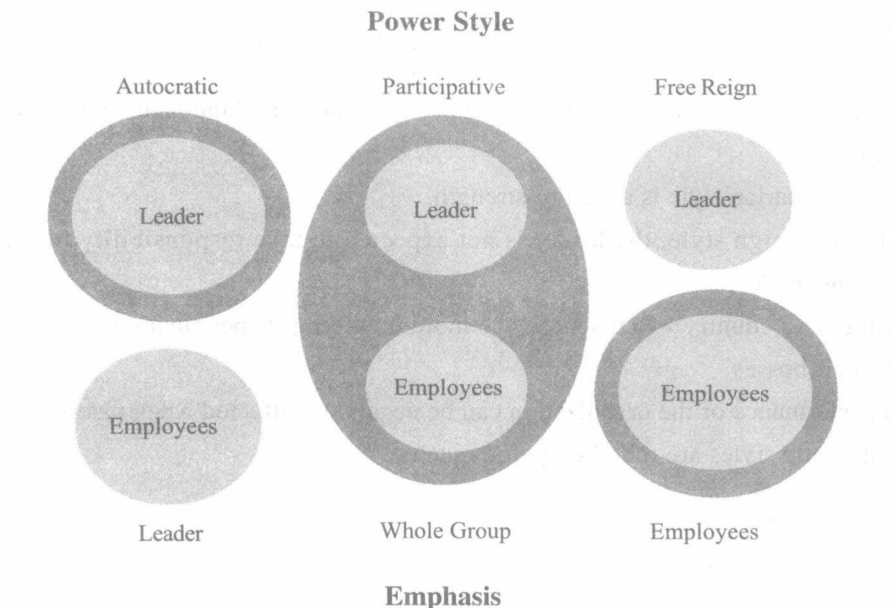
However, when paternalistic or autocratic styles are relied upon too much and the employees are ready and / or willing to react to a more consultative type of leadership style, then it normally becomes quite damaging to the performance of the organization.



Notes

1. **demean** /dɪ'miːn/ *vt.* 使降低身份，使卑下
2. **boss** /bɒs/ *vt.* 指挥，把…差来遣去
3. **repertoire** /'repətwɑː/ *n.* 全部技能；所有组成部分
4. **paternalism** /pə'tɜːnəlɪzəm/ *n.* 家长式统治；家长作风；家长主义
5. **barbaric** /bɑː'bærɪk/ *adj.* 野蛮(人)的；粗野的；肆无忌惮的
6. **continuum** /kən'tɪnjʊəm/ *n.* (各部分有序紧密联系但首尾间差异很大的)连续体

I. Look at the diagram below and discuss the following questions.



1. What is the leader-employee relationship for each of the three leadership styles?

____

2. What are the advantages and disadvantages of the three leadership styles?

____

3. According to the author, "Although good leaders use all three styles, with one of them normally dominant, bad leaders tend to stick with one style." Do you agree with this?

____

4. Which style would you use as the dominant style if you were the leader? Give your reasons.

____

II. Decide whether the following statements are true or false.

1. The authoritarian style involves yelling, using demeaning language, and leading by threats. ( )
2. The authoritarian style is a sign of strength. ( )
3. In the free reign style, the leader is not expected to take responsibility for the decisions made. ( )
4. The higher a country's PDI scores, the more unwilling its people are to disagree with their bosses. ( )
5. The performance of the organization can be negatively affected when paternalistic or autocratic styles are relied upon too much. ( )

III. Find from the text an antonymous expression for each expression in Column A.

Column A	Column B
strength	
autocratic	
leader	
means	
inwards	
noble	
on duty	
relative	
paternalistic	
beginner	

Unit Fifteen

Lifelong Learning

Teaching Objectives

In this unit you will learn

- a definition of lifelong learning;
- the importance of lifelong learning in the new century;
- of international efforts to promote lifelong learning.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. What is lifelong learning?
2. What is compulsory education? What is post-compulsory education?
3. How different is lifelong learning from formal schooling?
4. Why do we need to learn all life long? How important is lifelong learning to a person's life?
5. What do you understand by the following terms? How are they related to lifelong learning?
   - life betterment
   - sustainable growth / development
   - adult education
   - personal fulfillment
   - the transformation of self
   - workplace training
   - life through learning / learning through life



II. Quotations

Read the following quotations on learning and lifelong learning and exchange your understandings with your partners.

1. Learning — gaining new skills and new knowledge — is a lifetime opportunity and a lifetime achievement. Different types of learning help people to develop their potential in different ways; from fostering new interests that enrich their lives to accessing jobs and careers that may have seemed out of their reach.

   — *Iain Gray*

2. … lifelong learning brings benefits to the individual as well as to society; to the employed as well as to those who employ them; to the social fabric of our society as well as to the economy. In other words, lifelong learning has an important and distinctive contribution to make to people's wellbeing, to a more inclusive society and to a vibrant and sustainable economy.

— *Iain Gray*

3. Anyone who stops learning is old, whether at twenty or eighty.

— *Henry Ford*

4. The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn and relearn.

— *Alvin Toffler*

5. Learning which does not advance each day will daily decrease.

— *Chinese Proverb*

6. The man who graduates today and stops learning tomorrow is uneducated the day after.

— *Newton D. Baker*

7. Learning is what most adults will do for a living in the 21st century.

— *Sydney Joseph Perelman*

Section 2

Text

Lifelong Learning

Lifelong learning is a deliberate progression throughout the life of an individual, where the initial acquisition of knowledge and skills is reviewed and upgraded continuously, to meet challenges set by an ever changing society.

Lifelong learning is high on the agenda of governments, employers, employees, students and institutions. In the Learning Age, equipping people

agenda /ə'dʒendə/ *n.* 议事日程；待议事项(一览表)

with the right knowledge and skills will be crucial to maintaining high and sustainable levels of employment and price stability. It will also improve productivity.

Lifelong learning and the learning society are not new issues. Some of the earliest ideas about lifelong learning can be traced back to the 17th century when Comenius wrote that "... no age is too late to begin learning ..." Other references can be traced back to the 1940s and more recently in literature dating to the 1960s and 1970s. However, what was at one time a minority interest has exploded into worldwide significance in the late 1990s: lifelong learning has become an important focus for society. Factors such as the information society, the rapid expansion of new technologies, the rate of economic, industrial, commercial and cultural change and, in the West, increased competition from emerging economies in South and Central America and Asia, where labor is cheap, plentiful and increasingly skilled, have all contributed to a new political imperative: "Education, Education, Education" is the oft-repeated slogan of the new government in the UK.

The effect that rapid technological and organizational change has had on lifestyles and attitudes to work is such that the traditional division of three stages of life: "education and learning – leading to work – lastly, to retirement" is diminishing, and together with this has been the demise of the "job for life" culture. So "lifelong learning" is becoming much more than a passing political fad and instead describes a very real change in the lives of individuals and in the activities of societies.

The seriousness with which governments are taking this issue is illustrated by the Global Conferences on Lifelong Learning, the first of which was held in Rome in 1994, and by the European Commission's designation of 1996 as the European Year of Lifelong Learning, generating a multitude of publications, policies, projects and initiatives. New organizations such as the European Lifelong Learning Initiative (ELLI) have been set up to provide input and to be involved in European and international projects on lifelong learning.

The World Initiative on Lifelong Learning was formed to develop the

---

literature /ˈlɪtərətʃə/ *n.* （关于某一学科或专题的）文献
imperative /ɪmˈperətɪv/ *n.* 必要的事；紧急的事
demise /dɪˈmaɪz/ *n.* 死亡；职位（或地位）的丧失
passing /ˈpɑːsɪŋ/ *adj.* 短暂的，一时的
fad /fæd/ *n.* 时尚；（一时的）狂热

sharing of good practice relating to lifelong learning and to set and monitor standards for global lifelong learning. Many of the Initiative's activities, which include global conferences, books and journals, research projects and lifelong learning projects with higher education institutions, were based on recommendations which emerged from the First Global Conference on Lifelong Learning. Initiatives include Community Action for Lifelong Learning (CALL), which outlines recommendations for sectors of the community and the Action Agenda for Lifelong Learning for the 21st Century (1995) which includes the following recommendations:

- creation of learning organizations;
- development of skills profiles;
- initiation of individual lifetime learning plans;
- provision of learning opportunities in lifelong learning;
- creation of a learning passport;
- improvements in accessibility to learning;
- increased use of educational technology;
- accreditation of courses wherever they take place;
- initiation of portability in qualifications;
- prioritization of essential new research.

As a result, there is a growing awareness of the need for individuals to take responsibility for their learning, not just at school, college or university level, but throughout their lives, and to constantly review and update their knowledge and skills. The current unstable job market means people are often forced to reconsider their careers and learn new skills in order to keep up with employers' ever changing needs.

A culture of lifelong learning will have implications for the delivery of all education and training, which must extend "beyond the traditional institutions to include the home, the community, companies and other organizations".

The Learning Age will have major implications for all institutions involved in education, which will not find it easy to cope with the massive changes which are implied. Thus, although education needs to operate within some kind of organized structure, it has been noted that "learning is messy". People

---

passport /ˈpɑːspɔːt/ *n.* 获得允准的手段；保障

accreditation /əˌkredɪˈteɪʃən/ *n.* 水准鉴定，资格鉴定

messy /ˈmesɪ/ *adj.* 混乱的；难办的

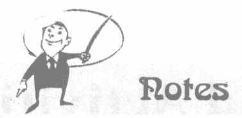
in general do not follow a set pattern once they have left the classroom or the lecture theatre: "Sometimes learning is simple, linear, conscious and brief; sometimes it is deeply unconscious and extraordinarily complex."

It must be expected that this "messiness" will become more and more pronounced as lifelong learning becomes embedded in society. Educators may try to impose order, as may governments and institutions, but individuals will follow their own motivations as they respond to the pressures, challenges and opportunities of learning. Rather than impose one "model" on society, it is more fruitful to accept that lifelong learning needs to be messy and almost chaotic, subject to rapid change and largely self-determined. Charles Handy describes the learning process as being more than simply "memorizing facts, learning drills or soaking up traditional wisdom". This comment was made in the context of the learning organization, in which Handy recognizes that these factors do contribute to learning, but that they are just one small part of the much larger process involved in lifelong learning.

Universities and other academic institutions have a crucial part to play in the development of a culture of lifelong learning and the delivery of appropriate learning opportunities. Firstly, it is important to recognize that traditional university undergraduate and postgraduate courses, especially when offered in modular formats available through part-time study and perhaps within a well-developed credit accumulation and transfer scheme, will continue to provide many of the opportunities that people seek. However, if lifelong learning does become embedded as the norm for the whole population, there will also be challenges to develop new kinds of provision. We can expect increased demand for distance learning, with delivery off-campus to the workplace, home or local learning centre. We can also expect an increase in collaborative provision, involving businesses, community groups, professional associations and universities. The support of courses delivered in this way will have to be addressed.

---

lecture theatre （阶梯式）教室
linear /ˈlɪnɪə/ *adj.* 线的；直线的
pronounced /prəˈnaʊnst/ *adj.* 显著的，明显的
embed /ɪmˈbed/ *vt.* 把…嵌入（或插入）
soak up 摄取；吸收
modular /ˈmɒdjʊlə/ *adj.* 标准化的；模块的



Notes

1. **Comenius** 夸美纽斯

   Jan Amos Comenius, also known as John Amos Comenius (1592–1670), was a Czech humanist reformer, philosopher, theologian, educator and writer. He has been stamped "The Father of Modern Education" and "The Teacher of Nations".

2. **Charles Handy** 查尔斯·汉迪

   Charles Handy is a writer and broadcaster living in London. He has written some of the most influential articles and books of the past decade about the future of work and organizations, including *The Age of Unreason*, *The Age of Paradox*, and most recently, *The Elephant and the Flea*. After working for Shell International as a marketing executive, economist, and management educator, Handy helped to start the London Business School in 1967.

3. **credit accumulation and transfer scheme** 学分累积及转移体制

   An example of this scheme is the Credit Accumulation and Transfer Scheme (CATS) used by many universities in the United Kingdom to monitor, record and reward passage through a modular degree course and to facilitate movement between courses and institutions. The Scheme allows students to qualify for awards of the University through the accumulation of credit points for modules which are the building blocks of programs of study. Individual program regulations define which modules students may take to assemble individual programs according to their needs and interests, and credit points may be given for previous formal study. Modules taken and credit points obtained are recorded on a transcript, which also shows where credit points have been "cashed in" for an award, is available to the student. The Scheme also permits students to study individual course modules, for example, continuing education modules, without the immediate aim of achieving and award.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. Why is lifelong learning high on the agenda of governments, employers, employees, students and institutions?

2. How has lifelong learning, a minority interest, exploded into worldwide significance?

3. What are the traditional division of three stages of life?

4. What are the international efforts to encourage lifelong learning?

5. What are the implications a culture of lifelong learning will have for the delivery of all education and training?

6. Why is "messiness" of learning expected?

7. What role can universities and other academic institutions play in the development of a culture of lifelong learning?



II. Listening Task

1. Listen to Part One of the Foreword of *The Learning Age* by David Blunkett, the British Secretary of State for Education and Employment and fill in the missing information.

   (1) This Green Paper sets out for consultation how learning throughout life will ____________ ____ ______.

   (2) The fostering of ________________________________ are essential to our future success.

   (3) To achieve stable and sustainable growth, we will need ____________, ____________ and ________________.

   (4) As well as securing our economic future, learning has a wider contribution. It helps make ours a civilized society, ____________________________ and ____________________.

   (5) For many people this will mean overcoming past experiences which have put them off learning. For others it will mean taking the opportunity, perhaps for the first time, ___ ____________________, __________________________ and __________________________ ___.

2. Listen to Part Two and fill in the following table.

There are many ways in which we can all take advantage of new opportunities.	
as parents	
as members of the workforce	
as citizens	



III. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " √ " in the blank.

We need to make learning available in new and interesting ways. There
are challenges here for providers. One such area of challenge is posed by e-
learning. It offers the potential of bringing learning potential learners wher- 1. ________
ever they are. It offers the potential of change in some ways the relationship 2. ________
between learning providers and learners. It is able to package learning in new
way e.g. by combining games technology and learning. It can be blended 3. ________
with other forms of learning to ensure that learners have a comprehensive
experience in learning in a way that suit them. E-learning can build on the 4. ________
way in which more and more people are making use of the Internet as a place
to shopping, communicate and find information. 5. ________

E-delivery is in itself only a tool which can be used to make learning more
flexible, convenient and access. Providers must work to ensure that packages 6. ________
are designed use high-quality materials and with appropriate attention to the 7. ________
principles of good teaching. This will ensure that individuals have an effective
learning experience and are able to measure their progress relation to learning 8. ________
outcomes and apply what they have learned. Providers should also ensure that
appropriate support mechanisms are available both on- and off-line to support
the learning process and range of preferring learning styles. The opportunity to 9. ________
learn through assistive technology has significant potential in supporting stu-
dents with disabilities and learning difficulties. While there has been a lot of
hypes about e-learning, the reality is that few people have any experience of it. 10. ________
If we are to make learning accessible in new ways then it has to be learning that
is attractive and of good quality so that people want to learn more.



IV. Translation

Translate the following passage from English into Chinese.

The term "Lifelong Learning" came into use in the United Kingdom when a National Advisory

Group for Continuing Education and Lifelong Learning was formed, under the Chairmanship of Professor Bob Fryer. The group worked under the aegis of the Department for Education and Employment (DfEE) and published its report in 1997. In it Fryer states, "The country needs to develop a new learning culture, a culture of Lifelong Learning for all. It is essential to help all of its people to meet the challenge they now face as they meet the twenty-first century. "

It was subsequent to the publication of the Fryer Report that references were made by many Government and quasi-Government bodies to "Lifelong Learning". The Fryer Report called for a transformation of culture to achieve "The Learning Age". The UK Government endorsed that call and published, in February 1998, a consultation paper "The Learning Age: A Renaissance for a New Britain".

However, the Fryer Report alone cannot claim to have originated the term "Lifelong Learning". In 1995, Jean Claude Paye, Secretary General of the OECD, is quoted as saying in "Making Lifelong Learning a Reality for All", "Continuing to expand education and training systems that rely upon learning opportunities limited to early life — 'more of the same' — will not suffice as a strategy for meeting today's challenges. Much has been said over the years about Lifelong Learning but, in truth, it is still a reality only for a tiny segment of the population."



V. Reading Comprehension

Read the following passage and choose the best sentence from A to H below to fill in each of the gaps in the passage.

We are in a new age — the age of information and of global competition. Familiar certainties and old ways of doing things are disappearing. The types of jobs we do have changed as have the industries in which we work and the skills they need. At the same time, new opportunities are opening up as we see the potential of new technologies to change our lives for the better. We have no choice but to prepare for this new age in which the key to success will be the continuous education and development of the human mind and imagination.

Over a generation, we have seen a fundamental change in the balance between skilled and

unskilled jobs in the industrialized world. Since the 1960s, employment in manufacturing has fallen from one in three of the workforce to under one in five. _______ There are three million self-employed and 6.5 million part-time workers, and women make up nearly half the workforce compared with less than a third 50 years ago.

The information and knowledge-based revolution of the twenty-first century will be built on a very different foundation — investment in the intellect and creativity of people. _______ The United Kingdom is also pioneering this new age, combining ingenuity, enterprise, design and marketing skills. We are world leaders in information and communication technologies and bio-technology.

To continue to compete, we must equip ourselves to cope with the enormous economic and social change we face, to make sense of the rapid transformation of the world, and to encourage imagination and innovation. _______ But unlike then, everyone must have the opportunity to innovate and to gain rewards — not just in research laboratories, but on the production line, in design studios, in retail outlets, and in providing services.

The most productive investment will be linked to the best educated and best trained workforces, and the most effective way of getting and keeping a job will be to have the skills needed by employers. Our single greatest challenge is to equip ourselves for this new age with new and better skills, with knowledge and with understanding.

Our vision of the Learning Age is about more than employment. The development of a culture of learning will help to build a united society, assist in the creation of personal independence, and encourage our creativity and innovation. _______ We learn in many different ways through formal study, reading, watching television, going on a training course, taking an evening class, at work, and from family and friends.

For *individuals*, learning offers excitement and the opportunity for discovery. It stimulates enquiring minds and nourishes our souls. It takes us in directions we never expected, sometimes changing our lives. Learning helps create and sustain our culture. It helps all of us to improve our chances of getting a job and of getting on. Learning increases our earning power, helps older people to stay healthy and active, strengthens families and the wider community, and encourages independence. _______ Learning has enabled many people to help others to experience these joys too.

For *businesses*, learning helps them to be more successful by adding value and keeping them up-to-date. _______ It provides the tools to manage industrial and technological change, and helps generate ideas, research and innovation. Because productivity depends on the whole workforce, we must invest in everyone.

For *communities*, learning contributes to social cohesion and fosters a sense of belonging, responsibility and identity. _______

For *the nation*, learning is essential to a strong economy and an inclusive society. _______ We must bridge the "learning divide" — between those who have benefited from education and training and those who have not — which blights so many communities and widens income inequality. The results are seen in the second and third generation of the same family being unemployed, and in the potential talent of young people wasted in a vicious circle of under-achievement, self-deprecation, and petty crime. Learning can overcome this by building self-confidence and independence.

A. In offering a way out of dependency and low expectation, it lies at the heart of the government's welfare reform program.
B. In communities affected by rapid economic change and industrial restructuring, learning builds local capacity to respond to this change.
C. This has been mirrored by a huge rise in jobs in services, which now account for over two-thirds of all workers; more people today work in film and television than in car manufacturing.
D. Learning develops the intellectual capital which is now at the center of a nation's competitive strength.
E. Learning encompasses basic literacy to advanced scholarship.
F. The microchip and fiber optic cable are today what electricity and the steam engine were to the nineteenth century.
G. We will succeed by transforming inventions into new wealth, just as we did a hundred years ago.
H. There are many people for whom learning has opened up, for the first time in their lives, the chance to explore art, music, literature, film, and the theatre, or to become creative themselves.



VI. Writing

Motivation is important to lifelong learning. Motivations for learning differ for different groups of learners. For one person, the motivation to take up learning or to return to learning may be related to personal interest or hobby, whilst for another there may be strong career or job prospect motivations. Write a short passage on the relationship of motivation and lifelong learning.

Section 4

Supplementary Reading

Scotland's Lifelong Learning Strategy

No country can rely any longer on the completion of compulsory schooling to create a competitive labor force and an informed citizenry. The competition created by a global economy, the proliferation of computer technologies, and the growth of decentralized work organizations all increase the need for a workforce with higher levels of initial skills and a greater ability for continuous learning. In addition, the growing availability and complexity of information and choices that adults face (e.g., in science and health care, financial services, and environmental concerns) make continuous learning increasingly important for effective functioning within society. Finally, population demographics — a growing cohort of older people, significantly more well educated than previous generations, and with ample disposable income — are creating new demands for adult learning opportunities.

Lifelong learning policy in Scotland is about personal fulfillment and enterprise; employability and adaptability; active citizenship and social inclusion. This strategy is principally concerned with post-compulsory education, training and learning. Lifelong learning encompasses the whole range of learning: formal and informal learning, workplace learning, and the skills, knowledge, attitudes and behaviors that people acquire in day-to-day experiences.

Lifelong Learning: Why We Invest

Investment in quality-assured learning offers benefits to the individual, to the economy and to wider society. The knowledge, skills, competencies and other attributes people acquire through learning, contribute to economic activity. Their economic behavior, especially when the accumulation of knowledge and skills enables them to improve their position in the labor market, increases productivity and earnings, and collectively enhances the society in which they live. Investment in knowledge and skills brings direct economic

returns to individuals and collective economic returns to society.

But people are not solely interested in their potential for earning. We live in a society where diversity of background, culture, knowledge and skills should be valued and nurtured. We want a society where people actively engage in their communities, local and national, and learning can enable people to do that. Lifelong learning contributes to the development of society through the achievement of other social goals such as civic participation, sustainable development, improved health and wellbeing, reduced crime and greater social cohesion.

At least four key sets of factors determine people's participation in learning:

- individual disposition and attitudes towards learning;
- social environment;
- economic and financial context;
- institutional factors.

The various aspirations and motivations of future learners vary according to their personal situations and may change over time. The decision to undertake some form of learning after school or to interrupt a period of employment is variously dependent on personal, social and economic circumstances.

A person's perception of their learning experience can be negative for a wide variety of reasons. This can have major implications for personal confidence and the likelihood of their responding to promotion and marketing and creation of new learning opportunities. For these people, often from disadvantaged backgrounds, a process of proactive engagement and confidence building and support is required before participation in a formal learning context is a realistic possibility.

We need to ensure that a person's learning is of the highest quality, relevant to their needs and abilities and offers value for money. The risk otherwise is de-motivation and a waste of individuals' and organizations' time and money.

Lifelong Learning: Demand and Supply

We believe in investing public money in lifelong learning. But how do we decide where to invest? Our strategy is to influence key aspects of both the supply of, and the demand for, learning in Scotland and to ensure that adequate

Employers

supply of skills
The Labor Market
demand for skills

Individuals

supply of learning
demand for learning
The Learning Market
supply of learning
demand for learning

Learning Providers

information, advice and guidance is made available to inform people's choices.

This diagram provides a stylized representation of the flows of supply and demand for education and training. There are two markets at work here — the labor market and the learning market — and three critical groups: individuals, employers and learning providers.

In the labor market, individuals supply the skills and knowledge demanded by employers. In the learning market, private and publicly-funded organizations, such as educational institutions and learning centers, contribute to the supply of learning that both employers and individuals demand. There is interaction between the two markets. For example, the learning market exists in part because individuals want to acquire skills which they believe employers want, but there is no definitive explanation of exactly how one causes change in the other. Skills gaps are more likely to arise because of deficiencies in the way the labor market works rather than in the learning market.

No market works perfectly; and remedying market failure is a legitimate role for government. This can be through influencing the level and rate of supply; stimulating, moderating or supporting demand; and in ensuring there is adequate information about the market.

For the learning market, government attention and resources have generally been concentrated on the supply side. The great majority of public expenditure is devoted to the support of institutional provision. This continues to be very important, and resources have been made available to increase considerably the capacity of the higher and further education sectors, and training providers, to grow the scale of their provision. More recently, greater effort

has been made to stimulate and support demand through resources to reform existing streams of learner support and introduce new resources to stimulate and support demand where it has been weak. How best to achieve a balance between supporting supply and supporting demand within necessarily limited resources is a key issue. Also more recently, steps have been taken to improve greatly the level of information available to both learners and providers about the learning and labor markets.



Notes

1. **disposable income** 可支配收入
2. **enterprise** /'entəpraɪz/ *n.* 事业心，进取心；冒险精神
3. **post-compulsory education** 义务教育阶段以后的教育；后义务教育阶段的教育

I. Answer the following questions.

1. What is the purpose of the lifelong learning strategy in Scotland?

____

2. What is the lifelong learning strategy in Scotland concerned with?

____

3. What are the benefits of investment in lifelong learning?

____

4. Is lifelong learning only about enhancing people's potential for earning? Why or why not?

____

5. In terms of the supply of and the demand for education and training, how do the labor market and the learning market interact with each other?

____

II. Decide whether the following statements are true or false.

1. Better education and ample disposable income are creating new demands for adult learning opportunities. ( )
2. Lifelong learning refers to adult learning. ( )
3. The aim of continuous learning is to enhance the potential for earning. ( )
4. The motivations of future learners vary. ( )
5. Traditionally, learner support has been weak. ( )

III. Identify the concerns of stakeholders in learning.

Stakeholders in Learning	Concerns
the individual	
the employer	
the learning provider	
society	
government	

Unit Sixteen

Always Ready

Teaching Objectives

In this unit you will learn

- how to prepare for your future;
- how to plan and develop your career;
- qualities needed for a successful career;
- career survival skills.

Section 1

Lead-in Exercises



I. Warm-up Questions

Think about the following questions and discuss them with your classmates.

1. What would you want to do as a career?
2. What would influence your career decision?
3. How would you plan your future career? How would you prepare for it?
4. What are your career goals? What qualities and strengths do you have or need to possess in order to achieve these goals?
5. Of the values or qualities listed below, rank five that you think are the most important to a successful career. Why are they important?
   - honesty
   - neatness
   - strong desire to win
   - innovation
   - commitment
   - professionalism
   - teamwork
   - preparedness
   - independence
   - being on time
   - power
   - planning
   - knowledge
   - hard work
   - vision
   - perseverance



II. Self-Assessment

The following questions will help you evaluate yourself for a successful career.

1. Can you take on projects and tasks without delay? Or, do you wait for someone to tell you what to do?
2. Can you take responsibility? Are you willing to take charge of situations and take the risk of whether or not something will work? Or, do you look for someone to blame if things don't work out?
3. Are you self-motivated? Do you keep yourself moving forward and try new solutions? Or, do you constantly complain about burn-out and the work you have to do?
4. Are you a good planner? Can you vision the steps and tasks that it takes to get something done? Or, do your projects always take longer then you initially thought?
5. Are you trustworthy? Are you honest and up front about your views and opinions? Or, do you share your views and opinions only when it is safe?
6. When you decide to accomplish something, do you keep trying to find ways to make it work? Or, when things don't go the way you wished they would, do you give up or lose motivation?
7. Can you make decisions? Do you analyze the situation and decide what is best for the situation quickly? Or, do you wait for others to make decisions?
8. Can you get along with others? Do you enjoy most people and find them interesting and challenging? Or, do most people irritate you?
9. Are you creative and innovative? Do you think of new ways to do things? Or, do you prefer things to stay the way, in which you are accustomed to them?
10. Are you healthy? Do you exercise, eat right and have a lot of energy? Or, do you refrain from regular exercise, healthy food and seem tired and worn out most of the time?
11. Do you believe in yourself? Do you feel confident about most things about you? Or, do you find yourself saying "I can't", "I'm not very good at ..."?
12. Are you optimistic? Do you usually see the possibilities in situations? Or, do you find yourself expecting the worst?
13. Do you know what is really important to you? Are you clear on what values you use in making decisions? Or, do you find yourself doing and saying things you wish you would not have?

14. Are you a good listener? Do you take the time to listen to and understand what others may be thinking or feeling? Or, do you make assumptions about what they think or feel without asking?
15. Are you an open learner? Do you look forward to trying new things that you have never done before? Or, do you prefer to stay with those things with which you are comfortable?



III. Quotations

Read the following quotations on preparedness, vision, hard work and perseverance and exchange your understandings with your partners.

1. Before everything else, getting ready is the secret of success.

   — *Henry Ford*

2. Talent alone won't make you a success. Neither will being in the right place at the right time, unless you are ready. The most important question is: "Are you ready?"

   — *Johnny Carson*

3. By failing to prepare, you are preparing to fail.

   — *Benjamin Franklin*

4. If you know what you want to be, you are more likely to be it.

   — *Anonymous*

5. Life's battles don't always go to the stronger or faster man. But sooner or later the man who wins, is the man who thinks he can.

   — *Vince Lombardi*

6. The dictionary is the only place that success comes before work. Hard work is the price we must pay for success. I think you can accomplish anything if you're willing to pay the price.

   — *Vince Lombardi*

7. Perseverance is a great element of success. If you only knock long enough and loud enough at the gate, you are sure to wake up somebody.

   — *Henry Wadsworth Longfellow*

8. Victory belongs to the most persevering.

   — *Napoleon Bonaparte*

Section 2

Text

Are You Cut Out to Be an Entrepreneur?

You have capacities and talents that you might not yet even realize. Deep within you, a force beyond your comprehension exists. This force has always been there — waiting, simmering, aching to be tapped. Knowing how to tap this power signifies the difference between those of us who are successful and those who are not. The power of your dream means taking something you believe in, something you love to do and crafting it and sharing it with the world. Maybe you've always wanted to build something or start your own company or sing or help others. Knowing that your imagination is infinite and realizing it will make a major difference in not only what results you produce, but also in your ability to imagine and visualize what you can produce.

No one is ever as enthusiastic and energized as someone propelled forward by a focused dream. But dreaming is not enough. Entrepreneurs are dreamers turned doers, dreamers who envision a better product or an improved service, a solution for an age old problem or a convenience to make life a little better for others. Dream struck entrepreneurs have created opportunities for improved living from the automobiles that we drive to the pizza we get delivered.

Entrepreneurs build a better way by risking ideas, money and countless hours in order to complete their mission. When the entrepreneur also creates a better life for themselves through financial gain and the self-esteem that comes from accomplishment, the dream has come full circle.

Dreaming is the easy part; doing is the challenge. You will also become aware of the things which are important to know and decide in order to make your business succeed.

---

simmer /'sɪmə/ *vi.* 即将爆发；酝酿
tap /tæp/ *vt.* 开发，发掘
craft /krɑːft/ *vt.* 精心制作
energize /'enədʒaɪz/ *vt.* 使有活力；使精力充沛
propel /prə'pel/ *vt.* 推动；驱策
envision /ɪn'vɪʒən/ *vt.* 想象；预想；展望

Building a business will impact on how you live. Your energy, stamina and supportive family and friends will be important elements in your business venture.

Entrepreneurs have personal characteristics which enable them to forge ahead and take on challenges.

Defining the Dream

Where do you find an idea for a successful business venture? How do you know if it will work for you?

Start first with the areas of your life you enjoy the most. What hobbies and interests do you have? What are those activities which you enjoy so much that time flies when you are involved? Working on cars, sewing, teaching others, art, negotiating or putting together complex projects? Do you draw pictures of buildings, create new recipes, develop computer programs or take pictures? All of these interests are a clue to your real talents and capabilities. Take a few moments to write down the answer to the following question:

- If you had all the money you needed and you knew you could not fail, what would you do for a living?

The answer to this question will give you insight to your keen interest. This interest will prove to motivate you in a special way.

Being in business for yourself will involve hard work and sacrifice. Successful entrepreneurs can make the sacrifice because they believe in and are motivated by the product or service they deliver. They gain satisfaction from sharing their interests with others.

Building a business requires more than a belief in a product or service. It also requires a belief in yourself: a belief that you are capable and know how to solve problems, a belief that what you don't know today you can learn in order to help your business succeed, a belief that you will be able to do whatever it takes to create and deliver your product or service. This belief in yourself is the foundation for being a successful entrepreneur. It will open up creative thoughts and pick you up when you are down. You create your own belief system. You build it, nurture it and turn it into reality.

---

impact /ˈɪmpækt/ *vi.* 有影响

stamina /ˈstæmɪnə/ *n.* 持久力，耐力；精力

forge /fɔːdʒ/ *vi.* 稳步(或稳定)前进；突然加速前进

pick up 使恢复精神

nurture /ˈnɜːtʃə/ *vt.* 养育，培育

Clearly Focused

In the beginning entrepreneurs' dreams are often foggy and somewhat unclear. However, with continued focus, research and planning the dream will become clear and specific. You may, for instance, consider these questions:

- What are some products and services that you know of that are currently available in your area of keen interest?
- How could these products and services be improved?
- Are there products and services you wish were available in your area of keen interest?

Your answers to these questions could indicate a possible business idea. However, just because we may believe in the need for a better product or service, it does not necessarily mean there will be others who believe it. In order for any product or service to be a viable business venture there must be a market for it.

Developing a focused "vision" takes mental energy and research. It means you must learn everything you can about the potential product or service. It means developing unique qualities for that product and service, qualities that cause others to want to purchase your product. Your vision is your picture of what the business will look like in the future. It includes a sense of the level of the quality of your business, for example, "the best in the region" or "the most economical choice".. Your vision will also include profitability. Profits help you gain financial independence as well as help the business grow.

An important part of focusing on the dream includes your view of yourself as successful. Visualization is a strategy often used by champions in the sports arena. It means concentration on a very clear picture of "doing it right". The tennis champion will visualize in their mind the perfect serve or backhand shot. Visualization isn't just a one-time view in your mind, but it is a constant mental rehearsal. Golf pros will testify that they have dramatically improved their golf game by practicing their swing in their mind.

Clear mental visions, repeated over and over again, begin to cause you to

---

viable /ˈvaɪəbl/ *adj.* 可望成功的；切实可行的

backhand /ˈbækhænd/ *adj.* 反手的

pro /prəʊ/ *n.* 职业运动员（或教练等）

swing /swɪŋ/ *n.* 挥动（方式）；挥击（方式）

take the right actions which result in success. This same concept works in business as well. If our vision of ourselves is self-defeating, our actions will eventually become self-defeating. Therefore, you need to program your mind with positive beliefs about yourself and your abilities.

Visualization will help to position you for a successful adventure into business ownership. Of course you need to be prepared for the journey. To be an effective entrepreneur, you have to constantly be open to learning.



Notes

1. ***Are You Cut Out to Be an Entrepreneur?*** 《你是不是当企业家的料?》
   This text is adapted from the overview of *Are You Cut Out to Be an Entrepreneur?*, available at http://www.prairiepublic.org / features / END / entrepreneur.htm and *Straight Talk on the Power of Your Life's Dreams* by Paul Bauer, available at http://www.dreamsalive.com / strtalk.htm.

Section 3

Exercises and Activities



I. Discussion

Think about the following questions and discuss them with your classmates.

1. How can you tap your hidden potential?

   ____

2. How important is your dream to your career? How do you define your dream?

3. Why do we need a focused vision? How important is visualization?

4. Who are some successful entrepreneurs you know? What do you believe has helped them to be successful?



II. Success Worksheet

Success means different things to different people. To build your plan for success, write your answers to the following questions.

1. How does your business, or potential business, match your abilities and strengths?
2. How does — will — your business help you to meet goals in the following areas of your life?
   - family
   - finances
   - lifestyle
3. What is, or will be, the most "fun" part of your business?
4. What support do you have from family, friends or colleagues for your business or business idea?
5. What financial resources can you fall back on during any difficult financial times for the business?
6. How will you know when your business is successful?



III. Listening Task

1. Listen to a talk on the characteristics of the successful entrepreneur and list the common

characteristics shared by entrepreneurs and explain their importance.

Characteristics	Importance

2. Check with your partner and make sure you have got the correct answers. What other characteristics do you think are important for the successful entrepreneur? Discuss your opinions with your partner.



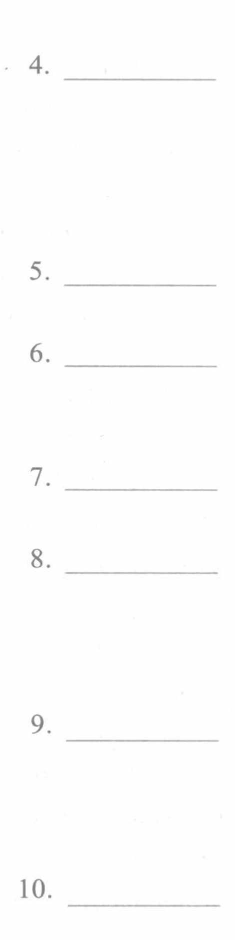
IV. Error Correction

In the following passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank. If there is no mistake in the line, put a " √ " in the blank.

All of us face temptations frequently to be dishonest and almost all of us could improve our moral behavior in some way. Avoiding being immoral is a very worthy endeavor; however, it is important to realize the immense gap from being "just barely on the side of the law", i.e. on the
edge between moral and immoral, and being highly ethical and noble. We — 1. ________
can all be like Mother Teresa or Albert Schweitzer, but we can recognize the — 2. ________
highest levels of ethics humans are capable of achieving. It must, in some
cases, requires a long and hard struggle to get there. For example, the parents — 3. ________

who sacrifice greatly so their children can have advantages they have; the merchant who works hard 12-hour days to be sure his / her customers are given the best possible service, not just to make money; the soldier who gives his leg, his sight, or his life to protect others; the caring person who takes a needy child to raise; the person who undergoes great personal losses in order to right wrong or to fight for a worthy cause. It is a giant leap from deciding to tell the truth on your résumé about your grades or work experience to devoting your life to a civil rights course, fighting on the side of the oppressed against an abusive authority, opposing daily the wanton destruction of the earth, etc., etc. It takes great self-control to transform yourself from the highest level of just barely acceptable morality to the highest level. But who can say that we can't all do it?

It is just that so many wrong things are being done, it is an equal problem that so many right things are not being done. There are facts we can't deny (and remain moral), such as one billion people are illiterate (and it is estimated that could be corrected with 7 billion dollars, a small part of our federal budget). However, 841 million people, one out of every five, are hungry (and we have surplus food). The median income of black families is lower than the income of 92% of white families. About 45% of Americans regularly attend church (36% think God has actually spoken to them), but Americans give more than 2% of their income to charity. So, don't think the world is fair and that most social problems are being taken care of adequately.


4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________



V. Reading Comprehension

Read the following passage and choose the best sentence from A to F below to fill in each of the gaps in the passage.

Many wise people have observed that a life of meaning makes us happy. How do you find meaning? The existentialists make several good points: (1) to have a deep investment in the meaning of our own life, we must have thought about it very seriously, it can't be actions merely directed by parents or friends or teachers or ministers or anyone else. _______ Until we settle on a purpose, our life is in danger of having little meaning except for self-gratification. (2) Unless we think of ourselves as self-directed — as making choices about our life rather than being determined by the genes, the past, and our social environment — we can't take great pride in the good we do. (3) It is pretty obvious that, given our personal limitations, individuals aren't mystically assigned a clear

mission that changes the universe 1,000 years from now. So, in some sense, we have to decide on and "make" our own life's meaning. For example: I gave birth to and raised five fine children. I was a Christian minister for 50 years and preached over 3,000 sermons and saved over 1,500 souls. I worked in the coal mines from the time I was 16 until I got too sick to work when I was 67. The "meaning" can be less noble: I did the best I could but never found any meaning in life. I started using drugs at 13, had AIDS by 16, and gave AIDS to 25 or 30 people before I died. I've been a really successful con all my life. _______

_______ For one, he notes that fulfilling a noble purpose requires us to act, to DO SOMETHING, that is, to devote one's time to the cause. Thus, he states the obvious: a meaningful life requires good behavioral self-control and time management. For example, it is hardly a meaningful life if you earnestly but only occasionally think your purpose is to serve God, but otherwise very seldom think of God or do little to serve others. Goodrick believes that TV is the greatest hindrance to living a meaningful life; it is a time robber. Thus, for many, religion and TV may be the opiates of our time.

Second, while it is possible for a notable few to accomplish meaningful and commendable things while being depressed and self-disdaining, there is a much stronger relationship between accomplishing good goals and feeling happy, optimistic, and being self-accepting. _______ A Jesuit philosopher, de Chardin, studied happiness 40 years ago and concluded that it (1) usually involved work and discipline to self-improve and accomplish worthy goals, (2) efforts to avoid selfishness (in yourself and others), and (3) a diversion of the focus from our own lives to the problems of others or of the world. _______

Third, Goodrick says that two integral parts of a meaningful life are (1) close, caring relationships and (2) worthwhile work. Being a good friend, a trusted helper, and an effective worker requires many skills which you can learn. Meyers says happiness comes from sharing, loving relationships, not from material wealth. _______ He further buttresses his argument by citing Jesus and Buddha: Jesus — "Don't gather a lot of materialistic possessions. Focus instead on spiritual values, giving to, caring for, and loving one another." Buddha — "Unhappiness comes from wanting what you don't have. So, stop wanting things to be different. Be happy with what comes to you."

I like Goodrick because he suggests doing hard, noble things, such as giving up much of our material wealth (big TV, expensive sound systems and cars, big houses, fashionable clothing, etc.), managing our time (spending 30% of one's free time volunteering at a charity, 40% working for the church, 10% reading inspiring literature, 10% in artistic / creative activities), reading and relating so we learn to be happier with ourselves and more empathic, more forgiving, and more giving to others, and insist on work that contributes to others, not takes from them. A meaningful life is a tough, demanding life, not an easy one, no matter how wealthy the country you live in.

A. Goodrick, writing about finding meaning, makes some simple but sensible points.

B. In fact, Goodrick argues that materialism leads to unhappiness because we never get enough, and because striving for "things" robs us of the time and inclination to relate to and help others.

C. We must decide what has meaning for us.

D. Happiness and doing good may facilitate each other.

E. Certainly, most people would prefer to do good things while being happy, rather than be unhappy.

F. Clearly, some lives have desirable "meaning"; other lives serve little purpose or evil purposes.



VI. Writing

In the past, it was thought that individuals would make one major career decision in their lifetime. Now, career futurists tell us to expect to make from 10 to 15 job choices and from 3 to 5 career choices. This is due to the rapidly changing job market, where some jobs are phased out while new ones are created, forcing people to change jobs or careers. Write a short passage on the rapidly changing job market and your career decision.

Supplementary Reading

Finding Meaning in Life

Baumeister, in an impressive psychological and historical analysis, says that four basic needs push us to find meaning in our lives. If all four are satisfied, we feel life is meaningful; otherwise, we feel somewhat dissatisfied. These needs are: (1) To have purpose — striving for something in the future. You may seek goals (good job, children, retirement) or fulfillment (happiness, pride, how we imagine we will feel when we reach our worthy goals). (2) A need to have value — wanting to be seen as good and justified in our actions. Moral systems, like the Golden Rule, originally enabled us to live together with some degree of harmony. (3) A need for efficacy — feeling effective, capable, in control, and that we have made or will make a difference. Humans even need and strive for illusions of control; a myth reduces distress. (4) A need for self-worth — finding a basis for feeling positive about their lives. The more of these sources of self-esteem we have, the more secure we are. (But, excessive demands on the "self" for meaning causes depression.) Unfortunately, self-worth often involves trying to feel superior to someone or groups of others, thus, for example, the poor southern white male in 1860 felt superior to the black slave and fought, in part, to maintain his status. These four needs (and their causes) combine with our life experiences (our culture, our family rules, our religion, and our friends' views) to produce our personal value system and the meaning attached to our life.

Baumeister contends that humans, pushed by these four needs and aided by an enormously imaginative brain, have for thousands of years created beliefs (myths) in a "higher power" which will protect and provide for us, make sense of natural events, and give purpose or meaning to our lives. That is, human needs and fears motivated the development of religions which embodied and reinforced our values. Moreover, he says that many of the promises religions have made are very comforting ideas but pretty much illusory. He

and many other scholars think the decline of explicit moral teachings by the church in the last 50 to 75 years has left individuals with a "values gap", without a moral base on which to build a philosophy of life. Since a complete set of values is no longer handed down to us by family, culture, or church, we now must construct our own value system (or avoid the task). Unfortunately, all of us, especially the young, are rather unprepared for this difficult and important task. Without guidance, we usually adopt just bits and pieces of values and goals from others, and then to a large extent we use personal satisfaction as our guiding light: having fun, looking good, loving, working, and being successful and happy. Those aren't bad values but, surely, they aren't humans' noblest efforts either.

It is important to carefully consider your values for several reasons: (1) They could guide your life minute by minute towards noble goals, rather than your life being controlled by self-serving motives, customs, accidental occurrences, bad habits, impulses, or emotions. You have to know where you are going before you can get there. (2) Values and morals can not only guide, but inspire and motivate you, giving you energy and a zest for living and for doing something meaningful. (3) Sensitivity to a failure to live up to your basic values may lead to unproductive guilt or to constructive self-dissatisfaction which motivates you to improve. (4) High values and some success meeting those goals are necessary for high self-esteem. (5) Professed but unused values are worthless or worse — nothing but phony goodness and rationalizations for not changing. We must be honest with ourselves, recognizing the difference between pretended (verbalized) values and operational (acted on) values. Of course, no one lives up to all their ideals, but values that only make us look or feel good and do not help us act more morally must be recognized as self-serving hypocrisy.

Moral development teachers often say that becoming moral requires enough emotional development to feel guilty when we do wrong, enough social development to accept our responsibility for behaving in agreed upon ways towards our group, and enough cognitive development to be able to place ourselves in another person's shoes. But just because you develop some of these qualities, it doesn't guarantee that you will develop a wise and effective philosophy of life.

As Steven Covey, the author of *The Seven Habits of Highly Effective People*,

points out, many people set goals and strive for years to achieve one goal after another, only to discover when they get to the end goals that they didn't want to go there. In a new book, *First Things First*, Covey says everyone and every family (and every organization, every nation, etc.) should have a well thought out "Mission Statement", a set of values, or a guiding philosophy of life. At the end of life, intimate relationships and how you have dealt with others are the things that count.

Most of us have little help in developing a philosophy of life. Values tend to be picked out in a haphazard, piece-meal fashion from friends, parents, the media, teachers, popular heroes, etc.; therefore, values are frequently contradictory and not logically connected with how we actually behave. For example, we accept the Golden Rule but at the same time we struggle for money and "the good life" for ourselves without much consideration of the needs of others. We say we value honesty but cheat on our exams (up to 67%), on our income taxes (38%), and deceive our best friend (33%). We claim to value the quality of being understanding and forgiving, but sometimes become nasty and revengeful. We supposedly value hard work but procrastinate. We seek a devoted partner but are unfaithful (45%), etc., etc.

Lastly, our philosophy of life and the meaning we find in life may change as we go though life. We mature, we learn, our needs change, we have new relationships, our jobs make new demands on us, we have children, we are successful, we fail, we approach death. These things change our values. Changes in values usually result from conflicts: we act in ways we don't value, we see another viewpoint, we recognize inconsistencies among our values, we are pressured to change our values by others, and so on. In many of these conflicts, such as individual freedom vs. responsibility for others or happiness vs. achievement, there are persuasive arguments on both sides. The lady symbolizing justice carries a balance scale. Such a scale constantly moves because reasoning and the weight of moral arguments constantly changes. However, logic and moral judgment are not the only factors changing our values. More important may be rationalizations, biased self-protective thinking, emotional personal needs, and even unconscious factors. So, to have true wisdom about our values requires knowledge and reasoning skills, awareness of our irrationality, insight into our emotions, and some probing of our unconscious. That is hard.



Notes

1. **illusory** /ɪ'ljuːsərɪ/ *adj.* 幻觉的；虚假的；不实际的
2. **bits and pieces** 零星（东西）
3. **zest** /zest/ *n.* 兴趣；热情
4. **professed** /prə'fest/ *adj.* 公开表白的，公开声称的；自称的；假装的
5. **phony** /'fəʊnɪ/ *adj.* 虚假的；不可信的
6. **hypocrisy** /hɪ'pɒkrɪsɪ/ *n.* 伪善，虚伪
7. **cognitive** /'kɒgnɪtɪv/ *adj.* 认知的；以实际经验为基础的
8. **haphazard** /hæp'hæzəd/ *adj.* 没有计划的；杂乱的；任意的
9. **piece-meal** /'piːsmiːl/ *adj.* 逐渐的；零碎的

I. Discuss the following questions.

1. What are the four basic needs that push us to find meaning in our lives?

____

2. What role did religion play in the development of our values?

____

3. Why is it important to carefully consider our values?

____

4. What does Covey say in his new book, *First Things First*?

____

5. What is the consequence of picking out values in a haphazard, piece-meal fashion?

____

6. Why do our philosophy of life and the meaning we find in life change?

____

II. Decide whether the following statements are true or false.

1. The poor southern white male fought in 1860 in part to maintain his status because he felt superior to the black slave. ( )
2. Religions reinforced our values. ( )
3. Having fun, looking good, loving, working, and being successful and happy are humans' noblest efforts. ( )
4. Values and morals can only guide us. ( )
5. Values that only make us look or feel good and do not help us act more morally are considered as self-serving hypocrisy. ( )
6. Developing such a quality as feeling guilty when we do wrong doesn't guarantee that we will develop a wise and effective philosophy of life. ( )

新世纪大学英语系列教材

“新世纪大学英语系列教材”按照《大学英语课程教学要求》，由外教社组织国内十余所著名高校英语教学专家，邀请国际知名视听教学专家，为我国大学生度身打造而成！

- **科学性、系统性和时代性的完美体现**：以国内外先进外语教学理论为指导，融多种教学模式和手段为一体，满足一般要求、较高要求和更高要求的分层次教学需要。选材贴近时代、贴近生活；强化听说，注重听、说、读、写、译等技能协调发展；练习编写充分体现实用性、新颖性和可操作性。

- **语言能力和文化素质的同步提升**：注重培养学习者的英语思维习惯，开拓跨文化交际视野，实现语言综合应用能力和人文素养的全面提高。

- **分类指导和因材施教的教学原则**：综合、视听说、阅读、写作、快速阅读等主干教程和经贸、文化类选修课教程，涵盖语言知识、应用技能、学习策略和跨文化交际，充分满足个性化教学的需要，有助于学生提高语言综合应用能力，从容应对各级语言能力测试。

- **基于计算机和课堂的教学模式**：提供完整、多元、立体化的英语教学平台，个性化的学习光盘、方便实用的电子教案、丰富多样的网络资源，使课堂内外教与学充分体现交互性、自主式和合作型的新型教学模式，实现培养学生终身学习能力的教学目标。

★ 免费下载本书MP3录音，请参见封二




ISBN 978-7-5446-0396-6
9 787544 603966
定价：36.00元

责任编辑 包 洁
技术编辑 沈 群
封面设计 王中维